

Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

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FRANCES MAYFARTH, *Editor*

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Next Month—

■ Most of the content in the December issue will emphasize Christmas and its celebration. There will be a trilogy on "The Christmas Story Hour", "The Christmas Story in Art", and "The Christmas Story in Music" prepared by M. Jagendorf, Belle Boas, and Augustus Zanzig.

Edwina Fallis has prepared a delightful account of the trials and tribulations of Miss Toby, a kindergarten teacher, who finally solves her problem of making Christmas really a merry affair for herself and her pupils.

Twenty teachers in various parts of the country have been invited to contribute descriptions of how they plan to celebrate Christmas with their children this year. These descriptions will be presented in symposium form, followed in the February issue with reports from these same teachers on how their plans worked out.

EXTRA COPIES—Orders for extra copies of this issue must be received by the Association for Childhood Education by the tenth of the month of issue.

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Training in Fraternity

UN TIL A FEW MONTHS AGO, France—the birthplace of the motto, "Liberty, Equality, Fraternity"—had a good deal of political freedom and equality. Any citizen could vote as he wished, could say what was in his mind. This freedom entitled France to be called a democracy. But her democracy was a surface thing and full of incongruities in the depths of her national life. It was mostly a political, journalistic democracy.

There was little fraternity or real brotherhood among the French people. There were sharp social and economic inequalities and cleavages. There was constant class struggle. There was no political unity of the country as a whole, but rather a provinces-*versus*-the-big-city ideology—a competitive, suspicion-breeding cleavage. There was intellectual snobbery.

All of this operated toward putting the various elements of the French people on the defensive against one another which brought the sneaking, plotting, dishonest, conniving person to the top in French politics, in journalism, in the army, and in other important phases of the country's life. The result was that a seemingly great country went suddenly down, not because Hitler had built a great war machine in recent years, but because in the last two decades France had developed great internal weaknesses, all of them stemming from lack of fraternity and cleavages among her people.

IN THE United States today we tend toward the same weaknesses. They present a problem of immense proportions to people interested and working in education. Teachers will have to devise ways and means to combat the tendency in youngsters toward snobbery and superiority because they enjoy economic or social advantages, or because they stem from certain cultural backgrounds or have a certain color of skin which, they assume, give them rights of priority and advantage. It may be that momentarily, as a country, we will be able to deal with the current Hitler, but if we do not begin to combat the tendency toward money, power, and racial snobbery, and begin with the children, some future Hitler, foreign or domestic, will have no difficulty in overwhelming what democracy we have.

There is need of special lessons, of special classes in democracy; there is need for good manners that are more than social superficialities and for more opportunities and better guidance in learning how to get along with others who may be superficially different. There is need for training in fraternity.—*Louis Adamic*

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Broadening Educational Opportunities Beyond Your School

Why should teachers concern themselves with people and affairs not directly connected with the everyday life of the school? In this article prepared from his address before the Forty-seventh Annual Convention of the Association for Childhood Education at Milwaukee, Wisconsin, May 3, 1940, Mr. Carr points out that if the schools of today are to function as free agencies for the education of children for life in a democracy that teachers must broaden their educational opportunities "beyond" their schools or soon find that a misinformed and misguided public will narrow the educational opportunities "within" the schools. He discusses three ways in which teachers can inform the public and influence opinion for the good of the schools.

Mr. Carr is secretary of the Educational Policies Commission and associate secretary of the National Education Association, Washington, D. C.

FOR SEVERAL days this Association has been studying the convention theme, "Broadening Educational Opportunities in Your School." Your study classes have dealt with the problems of health and personality of children, with methods of caring for individual differences, with child development as it is conditioned by the procedure of the school, with the enrichment of the curriculum, with the planning of an elementary school program in the light of local community conditions, with

democratic procedures in the school situation, with legislation affecting your school, and with teacher preparation.

The settlement of these school problems necessarily will take you and your colleagues beyond your school. It will take you to legislative halls, to city councils, to school board offices, and to county courthouses where the appropriations for education are made or not made. It will take you to the institutions where teachers are educated. It will take you to the Congress of the United States where legislation is enacted which profoundly affects the health, well-being, and happiness of the children whom you are teaching, and of their parents who teach them more than you do. It will take you to the offices of teachers' professional organizations. It will take you to doctors' offices and to health clinics, to summer camps, to housing developments, to jails and police courts (not to stay there, of course), and it will take you to those units in the school system to which your students go after they have finished their elementary education. It will take you into homes which can either destroy your work or make it effective.

From among these many contacts which take you beyond the walls of your school, what can be done to improve the relationship between our profession and the public as far as educational policies are concerned?

Cultivate Effective Relations with the Public

To broaden educational opportunities beyond your school you should make it your

business to see that everyone who comes to your school leaves it with an enhanced appreciation of what it is doing. Don't you sometimes feel a little bewildered and confused and vaguely resentful when you visit some relatively unfamiliar institutions, a hospital, perhaps, or a court room, or even a bank? Most people feel exactly that way about a school. The class schedule, the arrangement of rooms—all the things that you, through long familiarity, take for granted, are strange and therefore vaguely irritating to others. You should help to bridge this gap. Couldn't you prepare a neat little folder for visitors, mimeographed, perhaps, to keep the cost down, with a cordial greeting on the front cover and a simple, direct account of what you do in your school and how people can help you do it better? I know that too many parents go to school only to beam at commencement or to protest at report-card time. But whenever they do come, smile at them! Make them welcome within the walls of their own schools. Use the occasion for the cultivation of goodwill and understanding.

Incidentally, I wish that I could persuade every teacher in an elementary school to be proud of his occupation. Please notice that I did not say conceited or pompous—I said proud. People who introduce themselves to me and to others with the shameful remark that they are "just an elementary school teacher" or "only a teacher of first grade"—such people give me despair in my heart, confusion in my brain and a pain in my neck. Did you ever hear a lawyer say deprecatingly that he was only a little patent attorney? Did you ever hear a physician say, "I am just a brain surgeon"? I beg of you to stop this miserable humiliating habit of apologizing for being a member of the most important section of the most important profession in the world. You, as teachers, can face anyone in the world

without a feeling of inferiority. You should begin now to do that very thing. The grandeur of your profession can, if you will let it, clothe you like a splendid cloak. Pull it around you, draw up to your full height, look anybody squarely in the eye and say, "I am a teacher."

We must face facts. Large numbers of the American people are indifferent to the schools. Many others are profoundly ignorant of what a good modern school is like. If you don't believe it, take a look at some of the recent magazines published by business and veteran's organizations. Spurred on by the findings of research and by the changing needs of this day and generation, the teaching profession has been busily remaking the schools within the past twenty years, particularly the elementary schools. The public, meanwhile, is often utterly confused by these changes, and not understanding, is apathetic, resentful, or even antagonistic.

The materials for dealing with this situation are becoming available in many recent publications. Let me give a few illustrations. Two years ago, the Educational Policies Commission issued a book on *The Purposes of Education in American Democracy*.¹ It is a short statement of basic policy for American education, simply written. If each teacher in the United States were to read this book and then give it to some civic leader, or place it in the public library; if every parent-teacher association, women's club, and service club could have one meeting a year at which some theme from this book could be discussed, we might soon have several million citizens who know what public education is all about and, knowing it, would defend it against all enemies.

Let me give you one more example. Last week in Washington, some of us testified

¹ National Education Association and American Association of School Administrators, Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1933. 157 p.

before the Temporary National Economic Committee concerning the economic effects of education. The material for the evidence was drawn largely from *Education and Economic Well-Being in American Democracy*,² published in March, 1940, by the Educational Policies Commission. Using material drawn from that book, we were able to show that funds for the right kind of education are investments more truly than they are expenditures. We proved, I think, that the extension, improvement, and equalization of educational opportunity in this country would add far more to the nation's income than it would cost. Should not teachers generally know this argument and be prepared to present it effectively? Should not school board members and other budget makers have this book or its contents thoroughly in mind? The Illinois and New York School Board Member Associations have purchased a large number of copies for circulation among their members. Should the other forty-six states do the same thing?

I know that my counsel is not entirely agreeable. I know that it means hard, and sometimes unpleasant, work. We must work hard at building up favorable public attitudes toward education and at breaking down bad ones already established. The American people must be shown again the splendid vision of how a democracy can grow upon a dynamic system of education. Out of such understanding will come a new kind of public support—a public support which is not expressed merely in dollars in school budgets and in legislative appropriations—but moral support; public sympathy; appreciation for what the schools are doing; intelligent cooperation between schools, homes, churches and other educative agencies, and public assistance in removing from the community

environment those influences which destroy the best educational efforts that you can make.

Cooperate with Other Agencies

A promising field of public relations activity in which elementary school teachers could engage more generally would be the development of mutual understandings and various kinds of cooperative relationships with the other social services which meet the needs of children. How many teachers, for example, are acquainted with the librarian in charge of the children's section in the public library? Do teachers know what the librarian's professional problems and needs are? How many teachers have become familiar with the work of settlement houses and other social agencies in their community? How many teachers know what forms of public health service are available to the children in their classes? How many teachers are aware of the recreational opportunities or lack of them in the neighborhood in which their school is located.

The time has come for much closer co-ordination among the various services for children than has existed before. Such collaboration, however, should not mean the abdication of responsibility for education on the part of the school people or the subordination of the educational function to any other governmental agency.

These other services to childhood, however, are facing difficulties just as education is. A united front against a common enemy is called for. It would seem to be the part of wisdom, for reasons of self-preservation if for no other, that all related social services get together and give whatever understanding, assistance, and support they can to one another's program. More fundamental than this, however, is the fact that as we come to understand what other agencies are doing to help children, we can make our own work, and theirs, much

² National Education Association and American Association of School Administrators, Educational Policies Commission. *Education and Economic Well-Being in American Democracy*. Washington, D. C.: the Commission, 1940. 227 p.

more effective. This cooperative spirit is strongly emphasized, and ways of making it effective are suggested by the report of the 1940 White House Conference on Children in a Democracy³ and by the Educational Policies Commission's volume on *Social Services and the Schools*.⁴

Secure Support of "All" the Citizens

The schools of this country face some very rough sledding in the next ten years. They have never fully recovered from the effects of the depression. Between 1930 and 1934 support for public education declined 26 percent; at the same time support for all other enterprises increased 33 percent.⁵ During the same years the school population grew by nearly a million children, most of them in high schools.

Figures placed on my desk last week show that the proportion of city funds expended for education is lower than at any time since our records began to be kept. All these reductions occurred in the face of an enormously increased and entirely justified demand for service upon the schools by young people.

And now a new and difficult element enters into our calculations, particularly at the elementary school level.⁶ The period of expansion in elementary education is over. In a little more than ten years a new series of problems has overtaken us. Immigration has been drastically reduced; the birth-rate has been falling. In 1924 the annual increment in population began to decline. In 1928 first-grade enrolments began to decline. In 1930 came a decennial census

³ White House Conference on Children in a Democracy. *Preliminary General Conference Report*. Washington, D. C.: Children's Bureau, U. S. Department of Labor, 1940. 50 p. (Mimeo.)

⁴ National Education Association, American Association of School Administrators, Educational Policies Commission. *Social Services and the Schools*. Washington, D. C.: the Commission, 1939. 147 p.

⁵ National Education Association, Research Division. "Financing Public Education." *Research Bulletin* 15:1-54; January 1937.

⁶ National Education Association and American Association of School Administrators. Educational Policies Commission. *The Effect of Population Changes on American Education*. Washington, D. C.: the Commission, 1938. 58 p.

which for the first time in our history showed fewer children under five years of age than in the five- to nine-year group. At the same time, the total elementary enrollment, in public schools at least, began to fall. Last year the graduating classes from elementary schools reached the highest point they have ever reached or, barring unforeseeable changes, ever will reach again.

Highly significant to education is the change in age distribution. Our population is rapidly growing older. The number of persons in the older groups is increasing faster than the total population. These profound population changes are another indication that the schools are not entering an era of easy money.

What will be the attitude of the large proportion of persons of middle-age toward maintaining budgets for elementary schools? Many of these adults will have had no children in school, others will have lived beyond the years when they would have children in the elementary grades. A considerable and growing proportion of our adult population has no personal interest in public elementary schools as institutions for the education of their own children. If they have any interest at all it must be a public interest. In 1930, over a third of the families in this country had no children under twenty-one years of age, and over half had no children under ten years. It is quite certain that these percentages have increased since then. Can non-parents or the parents of grown-up children be vitally interested in providing education for other people's children? They will be paying a large proportion of taxes and sitting on boards and councils to decide educational policies. Can they be made to realize the importance of education, not merely to parents and children but to the community as a whole?

Clearly, broadening the educational opportunities beyond your school cannot

safely stop with a successful parent-teacher association, important though such an organization undoubtedly is. Ways must be found to engage the interest and ardent support of all citizens, not merely those who happen to be parents. To the parent's support for adequate schools in the interest of a square deal for his child must be added the citizen's support in the interest of the stability and welfare of the whole community.

Finally, let me pay my respects, and yours, too, I hope, to that small group of small-minded citizens who oppose all taxation whatever its purpose and whatever social value may accrue from the expenditure of public funds.

We hear a good deal of jittery talk these days about subversive activities and subversive agencies. Some ill-informed people have even called the schools subversive. What is subversive? If we recall our Latin derivatives, we quickly see that this adjective applies to the process of "overturning from the foundation." What is the foundation of the future of our democracy? Does it not rest, finally and completely, on educated citizens? I conclude, therefore, that the noisy minority who attack or weaken the public schools are attacking the foundations of democracy. And they who dare to do that are the real subversive agents, in whatever disguise they may appear. Yes, even though they carry banners inscribed with the magic word, "economy"; even though with the grand gesture of patriots they wrap themselves in the folds of the flag itself; even though they burn incense before the most conspicuous altars of jingoism; still they remain under every

disguise the enemies of that evolving democracy which we wish to insure for ourselves and our posterity.

If you seek the Trojan Horse of democracy, look no further. Those who oppose public education ignorantly are weakening democracy inadvertently. Those who hamper public education deliberately are flagrantly disloyal to the ideals of equal opportunity and an educated citizenship on which our way of life rests.

Some people are indifferent to public education; let us eagerly inspire them. Some are ignorant about the work of the schools; let us patiently enlighten them. Many have helpful suggestions to make about the schools; let us give them a hearing. And some few are opposed to public education for selfish reasons; let us fight them to the last ditch; let us expose them as the enemies of democracy that they are.

We should begin at once to make every contact with the public an opportunity for presenting in a tactful and simple way the contribution which education is making to the life of our community. We should have many such contacts. Anything that keeps us from discharging the full responsibilities of adult citizens—membership in organizations, voting, sharing in the formation of public opinion, whether that barrier be due to our stupidity, laziness, or timidity or to misguided public opinion, or to selfish pressure groups—is a detriment to American Education. If we do not broaden educational opportunities *beyond* our schools we may soon find that a misinformed and a misguided public will narrow the educational opportunities *within* our schools.

The problem of making the democratic spirit prevail in these dark days of hostility and uncertainty falls chiefly on education. The reformer may cry that it is a social problem, the financier may hold that it is an economic problem, the politician may claim that it is a problem of statecraft, and the escapist may fold his hands and murmur resignedly that it is a problem which can be solved only by the inexorable march of destiny. But the basic problem underneath its social, economic, political masks is forever and always, simply and competely the problem of modifying human behavior by the method of education.—From "Learning the Ways of Democracy." Educational Policies Commission, Washington, D. C.

What Makes A Good Environment?

An environment that helps the individual develop constructive attitudes toward work and assume responsibility for improving his world will provide for the better growth of both the individual and society. Mr. Clark is professor of education at Teachers College, Columbia University. This manuscript was prepared from an address given before the A.C.E. at Indianapolis March 1, 1940.

WHAT ENVIRONMENT is best for the growth of the child? Undoubtedly the school environment of children today is much more conducive to growth than was that environment a generation ago. I do not mean that every school in the land has reorganized its program to provide for an amount of freedom that is best for the growth of children, but by and large I think it can truly be stated that in the country over, the schools have become essentially places of free activity, as far as the children are concerned.

What prevents a better environment for growth in most cases is not lack of freedom. Freedom alone, important as it is, is not the only necessary factor for growth. If it were, then the communities of most rapid growth in the world would be those where people were left alone to do as they please. As a matter of fact, many of the freest communities in the world have been among the most primitive. There are communities in the South Sea Islands that by any known standard would have to be classified as communities of almost perfect freedom yet these communities have not changed within the recorded history of man. Even the growth of the individual is

very limited, from childhood to adulthood.

I have no hesitation in saying that the lack of any organic relation to our society is the greatest weakness of the environment in which the children live. In most of the favored communities in the United States the children have been completely defunctionalized. They do nothing in the home. They do nothing in the community. And they are all too likely to feel that what they are asked to do in school has little or no fundamental relation to what they do in society at large. To be without a purpose, without an organic relation to the group, is the most unfortunate thing that could happen to any individual.

If I were to choose individuals of less purpose or function in the world than almost any other group I know, I think I would select the group of wealthy children who attend the progressive schools in New York City. They do as they please at home. They do as they please in their leisure time. And by and large, they do pretty much as they please in school. They have little responsibility toward anything or any person. It seems to me that all of this is quite unnecessary. If our schools become the agencies for the conscious and deliberate reconstruction of our societies, this would change and very quickly, too. Perhaps I can give you a very simple illustration to show the difference in viewpoint that might take place.

Children in many a kindergarten and elementary school in the United States study the community; perhaps they build a model out of sand or paper. The usual attitude regarding this activity is that it helps the children become acquainted with

the community. Or perhaps it is simply another form of amusement.

Some time ago the elementary supervisor from one of the large cities of the far west attended one of my courses. In a paper handed in at the end of the semester, she stated that for many years the children in her schools had been building models of their community, just as it existed. In that particular city children must cross the street at grade level to get to school. This means that sooner or later some child will be killed. Now, no city that is properly designed would permit children on their way to school to cross a street on the same level with automobile traffic. The supervisor made this profound discovery: the boys and girls should have been thinking of the city, not only as it was, but as it could be. But because each generation of first graders had always built a model of the city as it was, none of the children had ever had the experience of building the city as it might have been.

Whether or not the first graders built a model of the community as it was or as it might have been seems on the surface to make no difference, to be a trivial thing. But such differences run deeply through our whole educational system, the difference between providing experiences for children that help them develop a feeling of responsibility for improving conditions and experiences that do not develop any feeling of responsibility; the difference between a school system that leaves the community the way it finds it and one that progressively makes it better.

Developing Attitudes Toward Work

Each year the question of how education can improve society is discussed with a class composed largely of teachers of small children. It has been most enlightening to watch the change in attitude of these teachers as they begin to ask themselves, what is the responsibility of the kinder-

garten and the elementary grades in setting up the basic attitudes and ideals of the children of this country?

We used to think that occupation and work were adult problems. There was a time when the teachers in the elementary school would have said that their teaching had nothing to do with the work of the world. That attitude has largely disappeared because we know now that the basic attitudes toward work are probably fairly well set by the time the child is eight or nine years old.

There was a time when the school assumed that work and occupations could be ignored until one reached the ninth grade, then a little course in occupations could be introduced. One could study about all the occupations in his community, make up his mind what he wanted to do, get any special training that was necessary in high school or college, and that was the end of the matter.

More careful investigation has clearly demonstrated the problem to be more difficult. In the old school system children in the first eight grades studied about wars and rulers and generals and other people who governed or exploited the workers. Naturally, the bright boy or girl decided that the school considered only the rulers and wars important. Consequently after they had studied about them, they had done the important things. If the schools did not consider the ordinary work of the world important enough to teach about it, certainly the bright individual was not going to choose any of it for his life's work. It made no difference how much his teacher of occupations in the ninth grade encouraged him to do so. The teachers in the first eight grades had taught much too well. They had so completely ignored the ordinary worker that what was taught in the class in occupations in the ninth grade could not possibly have much effect. The net result was that it did not

have much effect neither then nor later.

If we expect boys and girls to respect the work of the world we will have to look at pictures of it in the first grade, read about it in the third grade, and make mathematical calculations about it in the sixth grade. Our history will become largely the history of the work that man has done on earth and relatively little about the history of his wars and mass murders.

As good as some of our schools are, the ordinary child in the upper grades probably knows little or nothing of the history of housing, nor nothing of the people who have contributed to it. He probably does not even know the names of important individuals who have improved the diet and the food of the world. And still the attitude toward occupations, toward our responsibility for good housing and adequate diet for all, and a hundred other items—the attitude toward all of these things is probably fairly well set by the end of the elementary school years. The experiences in the early grades and the emotional attitudes developed in many areas will go far in determining what the citizen will believe the rest of his life.

Selecting Worthwhile Experiences

The old formal school made the learning of logically organized school subjects the central core. This was inadequate both from the standpoint of the effect upon the child and even as a method of learning. In an extreme reaction from that position many schools assumed that any one accidental interest of the child was just as good as any other, so far as learning or the organization of the school was concerned. This, of course, is not true. If it were the child might as well grow up on the streets and just absorb whatever happens to interest him.

The real purpose for having schools is to provide highly selective experiences for the children.

The purpose of the teacher is to arrange the total learning situation so that the child has the kinds of experiences which will help him most to live better now and as he grows and learns. This means that subject matter must deal inevitably with the functional areas of living—health, work, and leisure. The good school will see to it that the child becomes vitally interested in these areas, that he chooses of his own free will to find out more about them and that he develops socially constructive attitudes toward them.

The kindergarten and the elementary school of the future will keep the gains that have come from the development of a freer school. They will add to this the even greater gains that will come from building the school system into the organic life of the community. The children from the very first year of the kindergarten will work on some project of community importance, something they must do. The project may be only planting a box of flowers, but it is something they must do. If they do not, it will not be done.

It will be a shock to many teachers to realize that even the youngest children must begin to feel their social and civic responsibility. If the responsibility is postponed until the middle or the end of the elementary school period, in all too many cases it will probably never be developed. The best environment for growth in the future, then, will be not only an environment of freedom but an environment in which every child in every group feels a definite social responsibility. He will spend much of his time in school studying about those things in his community and his world that should be improved. He will form the general attitude of expecting to do his part in that improvement. When we get such a school we shall have an environment best for the growth of children and for the welfare of society.

"Climates" That Stimulate Growth



National College of Education

Where there is friendly guidance in learning to live with others



University of Tennessee Nursery School

Where there is space to run, to walk, to ride, to climb, to slide, to swing, or just to sit



Courtesy Muriel Northrup, Des Moines, Iowa

Where there is friendly give-and-take that helps develop skills



Milwaukee, Wisconsin, Public Schools

Where there are problems to be solved and others to help in the solving



Los Angeles, California, Public Schools

Where books and shells and stones and such lead one to new and wider fields



From "All the Children" Board of Education, City of New York

Where one may join the group for stories, talk, and fellowship



Los Angeles, California, Public Schools

Where one can practice what one learns



From "All the Children" Board of Education, City of New York

Where "Each for all, and all for each" is more than a democratic "principle"

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By JANE R. BERMOND

Why We Behave As We Behave

Schools
Miss Bermond, who received her bachelor of education degree last June from the Pestalozzi Froebel Teachers College, Chicago, prepared this paper as a suggested plan for helping eight-year-olds learn more about their own and other people's behavior. Miss Bermond says, "Such a study with children should remain flexible and be modified in relation to the group's maturity level, its homogeneity, its social solidarity, and its problems. The last few paragraphs describe 'undesirable traits' or 'bad habits' and here I was intentionally general. This was due partly to a lack of knowledge of a specific group situation, partly to ignorance of how far one could and should go in dealing directly, or even indirectly, with personal problems on a group basis, and partly because a teacher and a group of children could be so terribly, destructively, and cruelly wrong. Personal problems should be handled for the most part individually by the teacher or, better, by a psychiatrist."

I've been bad and I'm in bed
For the naughty things I said.
I'm in bed. I wish I had
Not said those things that were so bad.
I wish that I'd been good instead.
But I was bad. And I'm in bed.

This brief childlike poem of Dorothy Aldis's indicates an attitude that is all too prevalent among children. The sequence of events leads from being in bed to being bad to saying "naughty things." But why did this child say "naughty things"?

In the past few years interest has been focused on a search for the factors which

cause the so-called "bad behavior." But this search has been limited, for the most part, to research by adults. Children, as a group, have not participated save in an incidental fashion.

With all the emphasis in this day on the interests and needs of children, one wonders what would be of more "interest" to the child than he himself? One wonders what a child could "need" more than an insight into his own behavior? From a study of this sort the teacher, too, might expect to gain an insight into problems of individual children.

How can we find out why we behave as we behave? Group discussions guided by the teacher's questions might be one way. By using questions and answers as the basis for the discussion, there would be little danger of straying above the level of understanding of the specific group. Such discussions would also permit an exchange of experiences and ideas in the children's own words. As an extension of the discussions, the group might discover many kinds of behavior by observing animals and themselves.

A third way would include reading stories of varying difficulty which deal with personality problems (even indirectly).¹ On the whole children's literature

¹ The following list is merely suggestive and some of the stories could be used only in part or in modified form: "The Children's League of Nations," "Who Is My Neighbor," "The Doll House," "Daylight Saving," "A Boot Is a League of Nations," and "Getting Even," from *The Children's Story Caravan* (Lippincott) by Anna P. Broomell; *Kinto, A Congo Adventure* (Farrar) by Elizabeth Enright; "Betty Brunson's Secret" from *I Want a Book* (Harper) by Berenice Pittala; "The Decline of Chivalry," "George's Spiritual Gift," "The Seeds of Disillusion" from *Silhouette Stories* (Moffat) by May Stranahan; "The Wonderful Necklace" from *A Child's Book of Modern Stories* (Dial) by A. M. and E. Skinner; "The Great Circus," "Jimmy and the Whale" from *Munching Peter and Other Stories* (Ginn) by B. R. Buckingham. With advanced readers, June Downey's *The Kingdom of the Mind* might be valuable.

dealing with the behavior of children is limited and sketchily treated. More desirable perhaps would be stories written by the teacher, either imaginative or based in part on case histories such as one finds in Caroline Zachry's *Personality Adjustments of School Children*. The children could read or listen to find out "why" a child, adult, or animal behaved as he did and whether his response was an adequate and desirable one. An authority, possibly the school psychiatrist, could be summoned to help "us" understand problems that we could not solve. Thus, why we behave as we behave would be a lived experience of the group developed through discussion, observation, and reading, with the teacher's guidance.

How to Begin

Discussion could be initiated in numerous ways, depending on the group and class set-up. I am a little dubious about having it grow out of a specific situation in the class, such as disobedience, tattling, or cheating. A defensive feeling on the part of the victim and too much personal emotion by other members of the class might be the uncomfortable result. If impersonal questions arose, i.e., about a baby brother who has temper tantrums, about sister's fears or daddy's nightmare, one's point of departure would be evident. A discussion of dreams with a story read by the teacher such as "The Magic Medicine" or "I Wish I Were a Dog" and the question, "Well, why did he or she act that way?" at the end might be sufficient stimulus. Another entrance might be through the problem-solving door at the end of a "free period" when the group was evaluating what it had accomplished.

Let us suppose, however, that a discussion has started on the why of an emotional outburst—anger, for example. In

answer to the question, "What makes you angry?" one might expect a list similar in content (but not in verbalization) to Florence Goodenough's: being thwarted or restricted, direct conflict with authority, disagreements with contemporaries, problems of adult-help or self-help, sharing of possessions, and so on. The teacher could make a list on the board of the situations given by the children.

Then, "Why did that make you angry?" This question might be rather a stumbling block, but the answers may indicate something approximating one of "the needs." J. B. Morgan in *The Psychology of Abnormal People* states that "emotions indicate a need for adjustment." Anger, it seems, is a need for self-security. A child might reply in answer to "Why did you become angry when Jack took the ball away from you?" "But I wanted it!" "I", for the child, stands out as all-important—that "I" seems actually to *need* what it *wants*.

The teacher might then ask, "What happens when you get very angry?" clarifying if necessary with "How do you look?" "How do you feel?" Here one would be attempting to draw forth some of Cannon's physiological preparations in anger or fear. Ask the children to remember the next time they are angry just how they feel and what they do and report their observations to the class. They might observe anger in others and compare the various responses of each individual.

Another step would involve observation of animals. "Do animals get angry?" "How do they act?" Cannon's experiment with the cat might be modified and introduced to the group for accurate observation.

Next might come the questions, "Why does your body get 'ready'?" "What do you do?". The teacher would use a specific example that one of the children had given, or call attention to the way the cat and the dog "get ready." After various answers, the group, including the teacher, would decide

² *The Flying Carpet*, Edited by Lady Cynthia Asquith. Charles Scribner's Sons, 1925.

³ *Ibid.*

which in their opinion was the best response for both the individuals (or animals) involved, the angry one and his opponent. As a teacher, I would want to keep in mind J. B. Morgan's precept, "Do something!"; in other words, the complete inhibition of anger is not desirable.

Discussion of Fears

To introduce a discussion of fear which is physiologically allied to anger the teacher might ask, "What things are children afraid of?" "Why are they afraid?" Many of the fears of children are groundless and should be dissipated. Something perhaps can be accomplished through group discussion—at least on an intellectual basis.

Fowler D. Brooks indicates some fears of primary children. He includes blood, ghosts, death, a fainting person, dead animals, lightning, robbers, the dark, being alone, doctors. Antoine De Saint Exupery in *Wind, Sand, and Stars* expresses fear of the unknown and the conquering of it thus: "Only the unknown frightens men. But once a man has faced the unknown, that terror becomes the known."

One of the most outstanding findings of a study made by Jersild, Markey, and Jersild is the apparently irrational character of children's fears:

The child's fears go far afield from the actual dangers which threaten him in daily life. Many children had actually suffered accidents and physical injuries but only a few of their fears dealt with such prosaic matters. Fear of animals, of the dark, of supernatural creatures, of criminals, robbers, and bad characters was reported decidedly more frequently than the child's contacts with actual events would seem to justify. The private school children tended, on the whole, to exhibit more fears than had a rational basis than did public school children.⁴

Many of the fears of children of school age, it was found, do not arise through first-hand experience with danger but are influenced by factors such as attempts by adults to frighten or intimidate the child, lurid tales and threats that pass from mouth to mouth, and images drawn from the movies, the radio and sensational newspaper accounts.

Loud sounds and sudden happenings occur relatively more frequently in observations of fears below the four-year level, whereas fictitious dangers and characters figure more prominently in the fears of the older child. The child less than four years old is often frightened by animals, but his fear is chiefly of dogs that he actually meets rather than of imaginary lions, tigers, and wolves.⁵

As a teacher of eight-year-olds, one would want to attack the problem both on a group and individual basis. The child should not only understand his fear, but if it is groundless, he should be helped individually by the teacher to overcome it. She might tell about Watson's experiment with the boy who was afraid of rabbits and how he learned to like them. Perhaps the children can tell stories about their own experiences, probably with dogs of which they are afraid.

The discussion of fears might be guided into a discussion of dreams. "Did anyone have a dream last night?" "Why do you suppose you dreamed that dream?" Perhaps the children will discover that some dreams were wishes, some fears, some memory, some based on something that had happened during the night such as falling out of bed. The teacher could read or tell stories about dreams.

"There are two kinds of dreams. The one we talked about was a dream at night. What other kind of dreams do we have?" Some prompting might be necessary. "What kinds of day dreams do you have?" The teacher might tell the story

⁴ *Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories*. By Arthur T. Jersild, Frances V. Markey and Catherine L. Jersild. New York: Teachers College, Columbia University, 1933. p. 169.

⁵ *Ibid.*

of a little boy (or girl) with a big day dream—Columbus, Florence Nightingale, Tintoretto, Stradivarius, Lister, Galileo—that they made come true, emphasizing that they wished so much to do that thing that they went right to work on it.

Problem-Solving

Here is a suggested procedure leading to problem-solving. The teacher could choose a specific problem-solving situation that had occurred during a work period, such as Tommy trying to put wheels that would go around on an airplane he had made. Tommy could bring the completed airplane before the group and tell how he solved his problem. He may have used the trial and error (motor) method, i.e., "Well, I tried this and that until finally this worked, see?"

"There is another way to work out that problem. Can anyone think of a different way?" An answer rather vague, perhaps, but similar to this might appear, "Well, you can't just nail wheels on or they won't go around, and you can't glue them either. But the wheels on my train go around and they're on a little stick. I'd put these wheels on a stick. Then they'd go around!" Here is a mental trial and error method which might be stated as, "Then do you think that sometimes it is better to think out all the different ways instead of trying each one?" To the group, "Which way would you rather do it?" "Why?" "Did you *learn* something from both ways of solving the problem?"

In answering the question, "Do animals learn?" we probably would go into a discussion of dog tricks. The teacher would help the children to distinguish between "real thinking it out" and the "conditioned response." This she might accomplish through a discussion of "How can we find out how they (animals) learn?" She might tell the story of "Hans, the Clever Horse," or of Kohler's ape or of experiments with

the rats and the maze. Perhaps the children might set up an experiment with their pet rat and keep a record to see how quickly he learned to go through the maze.

"How did the rat learn?" "Did he think ahead or did he just keep trying?" If a child brings forth the fact that the rat didn't get a chance to think ahead, the teacher might remind them of Kohler's ape experiment in which the ape had to use a tool (branch) to pull the banana near enough to his cage to get hold of it. "What kind of problem-solving was that?"

The children will enjoy solving their own maze sheets and keeping a record of their learning curves. After the first run through the maze they might decide which method they had used in getting to the end. The learning curve record might well be carried over into arithmetic lessons and spelling. It would encourage self-competition and, as such, be a worthy device. "Why do you learn that $4 \times 4 = 16$ instead of $4 \times 4 = 15$?" "Yes, it's right, but why else?" "Why do you learn to keep your hands away from a hot stove?" The teacher should help the children to see that we learn both ways and that some animals *may* learn both ways, but that most animal learning is by motor trial and error.

Concomitant with problem-solving is the frequent arousal of emotions, pleasant and unpleasant. A further discussion might well ensue, based upon pictures portraying displeasure or pain, pleasure or happiness, fear, anger, surprise. "How does this one look?" "How else can you tell how a person feels?" The children might dramatize fear behavior by using trembling voices and withdrawing or "flight" motions and, as a contrast, pleasant, cheerful voices and an advancing buoyant carriage.

"Do the same things make children and grown-ups angry?" "What makes your baby sister angry?" "What does your baby sister do when she's angry?" "What do grown-ups do?" It might be possible to

study in a limited way the differentiation of emotions from babyhood through childhood, using specific situations as examples. The discussion would be based (through guidance of the teacher) on Bridges' study of the differentiations of the various emotions. It might be possible to indicate that many emotions and their expression are the result of "growing up" (maturation) and learning.

Why Do I?

Discussion of some "bad" habits and why we call them "bad" and why those habits were "learned" will be well within the interest of eight-year-olds. If the teacher feels that promptings are necessary, she might introduce a problem common to childhood about "a little boy she knows" (no one in her group!) and seek the why's of his behavior—such problems as fibbing, getting even, breaking things, swearing, and blaming others. Here she would need to exercise a great deal of cautious, wise judgment in pointing out that the majority of these misbehaviors are compensations and defense mechanisms with which we barricade ourselves when one or more of our fundamental needs has not been filled.

In addition to discussing why we lie, etc., it might be well to talk about how we feel toward people that have those traits and how we can help them. If the discus-

sions have been effective the children will want to know first of all why the undesirable behavior has occurred. That questioning, curious attitude concerning human behavior would perhaps be the most valuable and vital result of such a study. One has only to listen to the destructive superficial criticism much in evidence in the adult world to realize the importance of interest, impersonal curiosity, and helpful understanding in human relations.

The discussion might then be guided into the problems of living together happily—why we have rules and laws, what we can do to help people understand our rules. It seems wise to encourage a conscious realization that our desires and the rules of our group do not always coincide. In other words, here is a problem to solve. What are the advantages on both sides; what is our decision; what, then, having decided, shall we do?

If children can be helped to understand why they do "these things," if they can be helped to substitute desirable modes of response, or at least adjust themselves fairly comfortably to unpleasant situations, then why we behave as we behave will be a significant group study.

Anyhow I find myself wondering why the child in bed said the "naughty things?" Was she, perhaps, filling a basic need—the need to be noticed, even unpleasantly so?

IT IS near the end of the first year together. The children are writing their "Report Cards" which really means, of course, that we are all taking time off to consider our room values—the things we have been stressing as making for "the good life." Various ones write as follows:

"Our room don't have to his people and make them quiet. Our room get quiet by itself. We don't put them in the corner and put a dumb hat on them. Our room 'feel' the way it should be."

"Our teacher doesn't want us to be sitting down just like old men. She wants us to be bright and thinking what we are to do. We don't want a jail house with children sitting in the corner because we don't like it that way, that's why. But we have to help because one poor teacher cannot do it all." From *The Arts in the Classroom*, by Natalie Robinson Cole. (John Day.)

By JOSEPHINE C. FOSTER and MARION L. MATTSON

The Atypical Child In An Average School

Mrs. Foster and Miss Mattson describe eight atypical children and what was done in helping them adjust to the nursery school environment. The guidance given the individual children and the writers' conclusions will be of interest to teachers of all age groups. Mrs. Foster is director of the nursery school at the University of Minnesota and Miss Mattson is director of the nursery school at Purdue University, Lafayette, Indiana.

IN EVERY schoolroom individual children differ from the average in numerous ways. Some are taller, some thinner, some prettier, some brighter, some more self-reliant, some more practical, some poorer, some better dressed, and so on. Such variations add color and interest to the group provided the differences are not too great, and provided there are not too many extremely divergent children.

The nursery school at the University of Minnesota has been experimenting for some years with the problem of absorbing atypical children into the group of average children. While our experience has not covered enough cases to be "statistically significant", the cases have been so varied that their history may be of interest to other teachers.

Patty—an Albino

Patty is a charming little albino who is almost blind. At age two and a half she was brought to school with a history which made no mention of her wretched eyesight but which did say that

she has never played anywhere except on the big porch of her own home. Taken onto the playground Patty stood still, squinting and holding on to the smock of the teacher who had taken her out. When led to the big sand-box, Patty settled down happily, fingering the sand and patting it into a cup, making no effort to run around the yard as most of the two-year-olds do. It was clear that her vision was markedly defective and that she could not distinguish play materials or people at more than arm's length. A superficial try-out suggested that she could recognize red more easily than other colors and we then assigned a student teacher with a red smock to the task of teaching Patty her way around the school.

This scheme proved to be a very happy one. Patty soon learned to recognize Miss B. by her voice as well as by her smock, and later when Miss B. went back to working with a group of children, Patty would stand at the entrance of a room and listen for that voice. When Miss B. spoke, Patty crossed the room to her directly.

Soon the child learned the layout of all the rooms and the voices of the other teachers and the children. Even after the preliminary adjustment to school was made and the plan of rooms and so on learned, Patty has continued to need a special kind of attention from the teachers. Her poor eyesight has so limited her activities that we have had to make sure she was introduced to all the kinds of materials with which she could cope. We have had to make sure that her pitifully small amount of vision was conserved—by encouraging activities which did not strain her eyes, by making sure that she wears her dark glasses when she goes out of doors, and so on. Patty herself is cooperative about these matters, but she is too young to take the whole responsibility.

It is clear that much of Patty's learning must

be done through hearing, so we try to talk with her about all sorts of things—things which interest her already and things which may arouse other interests. She is an intelligent child and a friendly one. She follows school routines without hesitation, assumes complete control over her own toilet habits, helps smaller children, and plays happily with those of her own age. She is one of the most popular members of the school. The doctors tell us there is no chance that Patty will ever be able to learn to read. Some day she will have to go to a school for the blind, but she will go as a socially well-adjusted child who is able to do many things for herself and who has found out much about making friends with children who have normal vision.

Sally—a Deaf-mute

Sally is a pretty little deaf-mute who is so fortunate as to have a wise, understanding mother. We accepted Sally only tentatively as a member of the school. We could not quite believe the mother's statement that Sally read lips well and we dreaded the effect of the unintelligible noises which we expected her to make. We soon found that Sally was alert and that she was very quick to interpret gestures and to understand what was going on. Fortunately she was a quiet child. She would mutter and crow to herself at times, but during her first year at school there was no indication that other children were copying or even interested in her soft noises.

Sally seemed to enjoy joining music and story groups. She did not comprehend all the details of the story and she was slightly puzzled by the singing. She watched the other children and moved her lips when they sang, gave rapt attention to pictures which were shown, joined heartily in finger plays and rhythmic responses, and how she did love being with the other children! Socially Sally was an accepted member of the group. The other children liked her and not one commented on her lack of speech. On Saturdays Sally had a lesson in speaking at a special school. When she left for home and the teacher said, "Good-bye", Sally formed "bye bye" with her lips, sometimes vocalizing and sometimes not, but always with a happy wave and an apparent feeling of "belonging" to the nurs-

ery school group regardless of her handicap.

Sally is not as happy at nursery school this year. At age four she can no longer pass unnoticed in the group. The other children are now relying greatly upon language. When Jimmy says, "I'm playing with the doll. I will put her to bed while I drive my truck down town", Sally fails to understand and as Jimmy speeds away, Sally appropriates the doll. Jimmy complains loudly and Sally hugs the doll tightly, unable to interpret either the gestures or speech of the other child.

Such problems did not arise last year. This year other children sometimes imitate Sally's vocalizations. Although they have been told that she cannot hear them when they speak, Sally's playmates seem to be growing less and less able to meet her on her own ground as she is less and less able to meet them on theirs. We think the time has come when Sally needs a more intensive and specialized training than we are able to give her.

Gretchen and Bilingual Adjustment

Gretchen spent the year she was three with her Dutch grandparents in Holland. During that year she did not see her father at all and was with her mother for only a few weeks. She arrived in America with her semi-strange mother to meet a wholly strange father and to live in a strange house among strange neighbors. The mother and father used Dutch in talking with Gretchen so there was no language difficulty within the home.

Hardly had the re-united family become settled when Gretchen was brought to nursery school to meet still more strangeness—strange play-things, strange children, strange teachers, and strange language. On the first day the mother left her at school saying, "It will be hard on her at first, but I believe she will learn English more quickly if I do not stay with her."

Gretchen was assigned to the guidance of one special teacher, and for some days clung timidly to that teacher's smock or trotted around behind her. Gradually Gretchen began to use the play materials, and by the end of the week, if sure that her teacher was nearby, she played with sand, blocks, beads, pegs, crayons, and the like. Meanwhile she made steady progress in

learning the language. At first she understood nothing we said to her; we understood only her "Nein! Nein!" When she returned home on the third day, Gretchen said to her mother (in Dutch, of course), "They say something when they mean 'go outdoors'. What is it?" The mother gave her the English words and the following day when a teacher suggested, "It's time now to go outdoors", Gretchen was the first to rush to her locker and get her coat.

From this point on her understanding of English increased rapidly. She became interested in books and pointing out pictures for the teacher to name in English. The parents began speaking to Gretchen about school in English, using the Dutch language only for the affairs of the home. Still Gretchen did not use English herself. At last, perhaps a month after her entry into school, she spoke. She had been looking at books with her special teacher when the teacher was called into the next room. Gretchen ran after her, calling, "Don't leave Gretchen". In the succeeding weeks, the child's speaking vocabulary increased greatly, the feeling of strangeness at home and at school had largely worn off and Gretchen began to make friends among the other children of the group. By the end of the second month, casual visitors were unable to pick her out either by her behavior or language.

Sun-Yen and Passive Resistance

Sun-Yen, aged four, was brought to school by his mother and an elderly Chinese man who acted as interpreter. Sun-Yen's English vocabulary consisted of "good morning", "train", "car", "excuse me", and "good bye". His mother's vocabulary was almost as limited. The interpreter explained that the mother would like to stay at school with the boy for a few days until he became used to things. We were willing but not enthusiastic, and suggested that sometimes the adjustment was easier when the child was left alone.

For nearly a week Sun-Yen's mother sat in the room with him, and he referred to her constantly. When his truck stuck on a table leg, when another boy snatched a block, when he was given carrots to eat, Sun-Yen rushed across the room to tell his mother. Since the teacher could not understand what the mother said to

him and was unable to explain things to the mother, Sun-Yen tended to be a solitary unit in but not of the group. The mother herself, who seems to be a very intelligent person, recognized the difficulty and asked the school to find a tutor for her. Now the mother leaves Sun-Yen at school and goes several blocks away for her English lesson, returning for her son before lunch. At first he had stayed until after lunch, but he objected so violently to American food that it seemed best not to ask him to learn too many new things at once.

With this arrangement, Sun-Yen is making a greater effort to understand the others and to make himself understood by them. Even before Sun-Yen's mother stopped coming to the school, one of the other children seemed to sense the Chinese boy's loneliness in the group and, thrusting a crayon into his hand, led him to a table where there was a piece of drawing paper. At once Sun-Yen drew a picture. The teacher said, "Oh, a boat!" "No," answered Sun-Yen, "Ship". It was a good picture and the boy was obviously pleased with the teacher's praise. Next day he drew a bus, another day an airplane. He was much interested in repeating after the teachers the English names for his pictures and for the furniture and play materials. It seems clear that language will not hold Sun-Yen back for long.

Our problems with this boy are largely coming to center around other points. He is not shy and retiring as Gretchen was; on the contrary, Sun-Yen is aggressive and "masterful". He demands service and in no uncertain terms. He snatches toys which attract him, limits his activities to the special things (like drawing and music) which appeal to him, and gives the picture of complete helplessness in the face of such problems as putting on galoshes. We guess that he has been used to a special nurse-maid in China and that the notion of doing routine tasks for himself has never entered his head nor the heads of his family. This attitude plus the facts that he is very large and heavy and is rather effective in a passive resistance campaign are at present greater problems than his lack of English. Gradually, however, he is becoming reconciled to the school routines and gradually he is becoming more and more friendly with the

other children. In another few weeks we think he will be, save in appearance, an "average" American nursery school child.

Tommy and Sam—Gordon and Margaret

Tommy and Sam were both backward children. Tommy came to us first. He was small for his age, flighty and restless but withal tractable. We could not get a reliable mental rating on him but it was obvious that he was much less mature than the other three-year-old children. He was a misfit and a source of worry to the teachers until we tried him in a group of two-year-olds. Into this group he fitted perfectly. He was happy in their occupations, and no one—either visitors or other children—questioned his inclusion in the group.

A few years later, however, we encountered a quite different problem with Sam. Sam, also, was a three-year-old, large for his age, and strong but very awkward. The psychometrist's report read: "The highest mental age I could get on him was two years and two months, but I cannot say whether this low rating was due to an unwillingness to cooperate or to real mental backwardness."

First we tried Sam with the three-year-olds. He was the biggest child in the group but they ran in circles around him. His language was largely grunts, his activity very immature, and he seemed to move in a sad haze. When shifted to the younger group of children, Sam was at first happier, but the other children failed to accept him. He had frequent emotional outbursts, protested vigorously to any attempts to hold him to reasonable behavior in a group or to following any routine activities which did not at the moment please his fancy. Sometimes he could be wheedled; more often not. Sometimes he would respond to a request; usually not. Never did he willingly enter into the activities of the other children.

Indoors he wandered vacantly from room to room, sometimes stopping to handle material or investigate a toy. Outdoors he retreated to the most distant corner of the yard and stared through the fence at passing cars or people. Even with the teachers helping him to the best of their ability, children would say, "You're a big boy. You belong in kindergarten." And the

visitors almost without exception asked, "Why do you have that great boy in this young group?" Reluctantly we told the parents that we were unable to fit the school to Sam's needs and to keep him happy.

Gordon and Margaret represent a different kind of atypical child. These children with IQ's of 157 and 160 are as far away from the average in one direction as Tommy and Sam were in the other. Gordon had many mature interests and preferred the society of adults to that of children. He delighted in numbers, was entranced with clock and calendar, and kept himself to a great extent aloof from the activities of the other children. Awkward and clumsy in his movements, he showed none of the average child's interest in climbing, running and the like. Sometimes he swung listlessly or exerted himself enough to reach the top of the climbing fence and watch his favorite streamlined train go by. He had no trouble with the other children; he simply moved in an orbit which never crossed theirs. To himself, Gordon was no problem. He was perfectly happy in the nursery school, using the materials after his own fashion and delighting in long conversations with adults.

Margaret, like Gordon, was happiest when with adults, but unlike Gordon was definitely unhappy when with a group of children. She was very shy, watched the others and seemed interested in them, but could not bring herself to enter into their play or even to talk with them. As the teachers watched her, they found certain interests which she had in common with the other children of her age. Music and dolls and, above all, dressing up! With these as a basis, Margaret was gradually worked into a group and with increasing interest in the play came increasing self-confidence.

These are isolated cases—eight children in a school which has registered over six hundred in the fourteen years of its existence. There have, of course, been a number of applicants we could not consider. A Mongolian imbecile and a crippled child who went through distressing contortions seemed beyond us. A child with a history of occasional epileptic seizures and another

with a serious heart trouble were greater responsibilities than we were ready to assume. One "very nervous" child whom we did admit proved to have a post-encephalitic condition requiring treatment in a special school.

We are not unlike other schools, in admitting children of extremely high I.Q. Although most teachers recognize these children as special problems, they are usually able to meet their needs by providing a wide variety of interesting materials and by helping them learn desirable methods of getting along with their fellows. Many schools, however, consistently refuse to admit children whose peculiarity lies not in the field of unusual ability but in the line of general or special disability.

Can the average nursery school help these extreme cases without detriment to the other children in the group? Our experience has convinced us that an occasional atypical child can be absorbed into a nursery school group with actual benefit to all concerned. The atypical child will admittedly take more time from a teacher than most of the other children. For some cases, such as a child speaking a foreign language but presenting no social maladjustments, the extra care will be needed only for a short period. For a case of a permanent handicap, like seriously defective vision, the extra time taken from the teacher will be great at first but will gradually diminish.

Perhaps in a big school with a small staff, the teachers cannot spend the extra time on a special child, but in almost any school, the teacher can squeeze out a little time to devote to the atypical child. What matter if in so doing she neglects the other children a bit? What more salutary kind of teaching could there be for normal children than to learn that there are other people who need more adult care and attention than they do themselves? And what better experience can the children have than that of helping those less fortunate than themselves? They can be taught that it is not charity but a privilege when they sometimes help a deaf Sally or a blind Patty or a dull Tom. They are learning also that there are many differences between people and that a special defect does not make a child wholly "queer" or a person to be avoided.

For the teacher, the time put into her work with the atypical child is well worth the effort. She will not always be satisfied with what she has accomplished, but when she watches the adjustments made by these handicapped children and the manner in which they are accepted as desirable members of the child group, she should become a little more tolerant herself, a little broader minded, definitely more appreciative of what a handicap means and perhaps a bit ashamed that with all her faculties she herself has done so little!

STRESSING social values is the most important work of the teacher today. What the child expresses orally or puts in writing becomes part of him, especially as he receives praise and recognition for it. Attitudes toward society and work and family are the deciding factors in the life of the individual. These we must effect early. They are infinitely more important than any abstract subject could ever be. A morning spent dealing with a problem in honesty or kindness or responsibility is spent in the best "activity" in the world.—From *The Arts in the Classroom*, by Natalie Cole. (John Day.)

From What's To Why's and How's

The young child asks "What?" The older child, "Why?" and "How?" And adults too seldom ask at all. The importance of stimulating the inquiring mind and how today's schools are doing so are described by Miss Chase, principal of Eastern Avenue, East Union Street, and Barrows Schools, Springfield, Massachusetts.

IN ONE of our weekly magazines the movie, "Young Tom Edison," was advertised thus:

Young Tom Edison saw visions and dreamed day-dreams . . . His experiments nearly blew up the schoolhouse, and set a baggage car on fire . . . He published the first newspaper ever printed on a train . . . He was expelled from school because his teachers said he was crazy . . .

It is an exciting story—a story that perhaps could not have happened except in America. And America itself, as we know it, could not have "happened" without the dreams of this boy which became the deeds of the man! The electric light, the phonograph, the motion picture—they are part of the pageant of America . . . its dynamic progress-making force . . . its challenge and its opportunity!

Many of us saw the movie and enjoyed watching the inquiring mind of young Edison at work. We were able to join him in his questions and to seek with him their solutions. We enjoyed his successes and we suffered his failures because we, too, have an inquiring mind. We came away with more respect for the mental explorations of others and a deeper appreciation of our own capacity to think things through.

One day just before Easter a small boy of six was looking at a candy-store window

filled with rabbits, chickens, ducks, and eggs of many colors and sizes. As I came opposite him, he stepped away from the window with a chuckle in his eyes and in his throat. He caught my eye, and stepping to my side, took hold of my right hand. He looked up, whispering so that the children on my left side would not hear, and said, "I was supposing." My lips formed the words, "What?" He replied, "Supposing if I ate every one of those."

This boy had an inquiring mind. He was exploring the fields of fancy. Probably he had been imagining the results of his supposing—a shocked mother, the taste of "sugar and spice and everything nice," or the unexcelled feat of consuming such a quantity of eggs, rabbits, chickens, ducks.

I am acquainted with a little girl a year and a half old who knows but a half-dozen words. The one she uses most frequently is, "Whatzat?" She points to objects, pictures, and new people, and asks, "Whatzat?" When she hears noises, she asks, "Whatzat?" When she is offered food that looks a bit different, she asks, "Whatzat?" She cannot possibly understand all of the replies she demands. However, she gets something from them. One day when she was sitting on her grandmother's lap turning the pages of an animal picture book and asking, "Whatzat?" at each picture, I attempted a bit of investigation in the matter of her understanding. I said, "cow," when she pointed to a dog. She had started to turn the page to the next animal. She turned back and looked at me with as much reproach as one and a half years could manage. Then she looked at her grandmother with a plain question in her eyes.

When her grandmother said, "dog," she turned the page. She looked to her grandmother for the remaining names of the animals in her book menagerie. This little girl has found herself in a world so full of things that she is inquiring, "What, what, what?" all day so that she may know some of them at least by name.

One morning I sat on a country lawn with a three-year-old boy to watch a mowing machine cut grass in a neighboring field. When the horses and machine had passed us on their way around the field, the small boy's eyes wandered to things near him. Pointing to one of several ant hills he asked, "Where did the dirt come from?" I replied, "It was under the grass. Ant brought it up." This dialogue followed:

How did it get under the grass?
Rocks broke it into little pieces and made it.
What made the rocks break?
Cold, heat, wind, and water made the rocks break.
How did cold, heat, wind, and water make the rocks break?
One little piece broke and then another little piece.
Why is dirt?

Just then the horses returned and drew the child's attention from the whyness of dirt, saving me from the embarrassment of attempting an answer. This boy's mind had grown beyond *what's*. He wanted to know *how's* and *why's*.

Ned, six years old, wished to make a wheelbarrow. He hunted up a small wheel which he had seen in the attic and tried to fasten it to some wooden boxes which were among his playthings. It was too small for one box, but fitted another very well. He studied his father's wheelbarrow to see how the wheels were placed and tried one or two similar modes of attachment on his box. The result was somewhat unsatisfactory because he was not skillful with hammer and nails and because he could not analyze the weakness of his ef-

orts. His wise father discussed the matter of attachment with him and suggested one or two ways that would result in improvement. The boy followed one of the suggestions and securely fastened the wheel.

Later he nailed two handles to the sides of the box and was pleased with the result until he found that the handles were too short when he carried wood. After considerable search, he found a stick that was right in diameter and long enough to make two satisfactory handles. The problem now was how to saw the stick into two pieces of equal length. After thirty minutes of concentrated attention and experimentation, he found a string, cut it to the exact length of the stick, folded it to get the middle, and used one-half of it as a measuring tape to find the middle of the stick. In a few minutes he had a wheelbarrow which meant so much to him that he wished to show it, not the new bicycle received that day, to his grandmother who lived a few streets away. That night he asked his father how to know where to cut the stick in order to get two equal pieces, and his father showed him how to use a yardstick.

Ned was asking, "How?" and "Why?" as the three-year-old did, but he was asking himself the questions, and he was investigating and experimenting to find his own answers. He planned, tried out his plans, and judged his results. He went to reference material for help, in this case his father. He used a technique for answering problems. He thought, evaluated, planned, tried out, checked, and tried again. Probably he had used some or all of these steps before. They worked well this time and brought satisfaction to him, and so he is sure to use them again.

Each of us was born with an inquiring mind. Each of us now has an inquiring mind. There may be some among us who no longer inquire eagerly about a number of things. We all know some people who do not seem to inquire into any matters

very deeply. All of us see some people swayed this way and that by others because they no longer inquire how, why, what. Some of us are doing a little experimenting, a little investigating, or a little research to answer our own inquiries in regard to some of our interests, or purposes; and we are experiencing the satisfaction that comes with achievement. Some of us are finding it more difficult to make the effort to reach understanding. Some of us are finding satisfaction in thinking critically. Some of us are growing more inquiring than others. Some of us are strengthening a habit of inquiring; some of us are weakening it.

School and the Growth of Inquiring Minds

A good elementary school works for growth on the part of each child enrolled in it. Its teachers plan ways and means for systematically directing their efforts toward this growth. They measure their results by the desirable changes in the way their children do things. The term, growth, includes much more than a knowledge of certain facts and techniques and ways to use them. It means growth in attitudes, appreciations, and interests. It means growth in the power to think, plan, and judge. It means growth in the power to practice self-control and to accept responsibility. It means growth in the ability to work and play with other children as members of a social group larger than the family group. It means using the inquiring mind!

A good elementary school believes that inquiring minds are one of its building materials. It feels that inquiring minds should be guided and satisfied. It tries to help the children answer their own inquiries, and it introduces them to experiences that will stimulate more inquiries. It works to develop abilities and to build skills.

Such a school knows that children are eager to be doing something. It recognizes

that what they do depends upon the situations in which they have a part, and it uses these situations for growth, education. It understands, however, that each of several children may have a part in a certain situation and no two of them do the same things because they differ in their backgrounds of understanding, in their interest in the situation, and in their tendency and ability to put forth energy. Last week one of the speakers at a state conference of principals and supervisors put it this way: "Perhaps we have over-emphasized ability. It is not ability alone but a combination of ability, zest, and energy that determines results."

I have said that a good elementary school makes use of situations in which the children have a part. Some of these situations are regular procedures in the children's school life. They buy saving stamps from a stamp machine in the corridor. They give a classmate or teacher their daily orders for half-pint bottles of milk at three cents each and for crackers sold at the rate of two for a penny. The children keep a daily record for a week or month of the purchases made by the entire class. This requires the writing and adding of dollars and cents. In the case of the stamps, it means seeing dollars and cents increase. In handling the half-pints of milk measures begin to have meaning.

Sometimes a teacher helps bring about a situation that she believes will mean growth for the children. She may help them feel a difficulty and, if they do not see a way out, make a suggestion that creates a learning situation. A fourth grade was much interested in watching the growth of their individually-owned silk worms. In discussions about the daily changes observed, several small disagreements and a few definite disputes arose. The teacher said, "We need records for reference, don't we? Do you think individual diaries would take care of this matter?"

The resulting diaries were a joy to their owners. They created a learning situation for nature study, written language, spelling, and penmanship.

A fifth grade boy drew a picture of Heidi at the time his class was reading that book. The teacher, noting the interest of the class when the boy showed his picture and recognizing a good learning situation, suggested that the art period of the day might be used by the class for other pictures. When the period was over, the resulting pictures were discussed and plans were made for presenting the entire story in pictures. This meant careful re-reading of some sections of the book so that the pictures would be accurate in detail. It also meant considerable reference work in geographies; and it meant trips to the library for other reference materials.

These records, investigations, diaries, and pictures brought about thinking, planning, trying out, and judging on the part of each inquiring mind. They meant growth in knowledge, skills, and attitudes for each learner according to his ability, zest, and energy.

Throughout such work the good teacher keeps in mind the individual differences in ability, zest and energy. She tries to care for them through carefully planned guidance. She has extra reference material ready for some; she suggests possible procedures or outputs for others; she re-directs some; she encourages some; she brings about the group approval for others; and she holds back a few. She brings all of the children together for frequent discussions during which accomplishments to date are checked, the next procedures planned, and the purpose set up at the beginning of the undertaking kept in mind and used in evaluating each step and its results.

During many periods the children of a classroom work as a group. The teacher makes the most of her opportunity here to stimulate growth in social attitudes and

abilities. She works for an appreciation of the contributions made to the group and a recognition of individual obligations due the group. She tries to bring about some appreciation of capable leadership, and of good fellowship. She tries to have the children cultivate the art of listening and of presenting. She brings about practice in looking at both sides of the questions being considered. She uses all of her skill to build an understanding of kindness and habits of acting kindly in little matters as well as in bigger ones.

She builds on inquiring minds for appreciations and habits as she does in the matter of knowledge. She knows that any other building would lack substance and stability and that it would probably fail under stress because it would be mere form learned as form without thought.

The good elementary school of 1940 does not neglect drill. It gives much more intelligent drill than yesterday's school did. It uses the findings of research in selecting its subject matter. It uses the increased knowledge about children, a knowledge gained by many studies of many children, in planning its teaching procedures. It uses its knowledge of psychology and its native common sense in keeping the drill meaningful and in providing opportunities for applications. It recognizes the fact that inquiring minds wish to know what and how and why in matters of drill as well as in other matters.

In Defense of Today's Schools

If anything I have said has led you to think that a good elementary school is a place where Johnny does just what he wishes to do because he wishes to, or that Mary plays all day, or that now-a-days children do not know how to read, write, spell, or add, let me tell you what I really think about that.

I think the children in a good ele-

mentary school today read better than their parents did when they were in the same grade. I think they know how to use reference material better. I think they appreciate reference material more. I think they know how to study better. I think they are familiar with a wider variety of books and that they have more reading interests.

During the last few years I have seen many third grade language papers that were better written than those of fifth grade children twenty years ago.

I think they have little or no skill in adding, subtracting, multiplying and dividing fractions with two or three figures in the denominators; in finding areas of triangles, circles and trapezoids, and in working examples in the second and third cases of percentage. I know from some research work I have done that many men and women who went to the elementary school twenty and thirty years ago and spent more time on arithmetic than they did on any other subject can't do these things today in spite of the time they spent on them. Today's children can't do them because they are not taught to do them. I believe that the children of a good elementary school can use intelligently the numbers they are meeting outside school. I believe that many adults are not justified in criticising the arithmetical skill of the elementary school children of today.

An article, "Lollipops vs. Learning," published recently in *The Saturday Evening Post* suggests that today's schools are sugar coating knowledge to such an extent that the children are not learning. The writer's analogy, as it happens, is a very good one, but the impression of the casual reader will be negative because few will stop to think that real lollipops are more than sugar coated. They are sugar all the way through, good to the last lick, and sugar means energy.

Such articles are read by inquiring minds that inquire much and well, but they are also read by inquiring minds that no longer inquire much but accept without question. That article will hurt schools as will other articles more striking than accurate have done. Cartoonists that continue to picture the teacher as a sharp-faced tyrant in a pompadour and apron add their bit to the thoughtless injury done to schools. After each vacation, the newspapers repeat their old jokes about the boy's dislike of school, and so they contribute their share to the injury. Lecturing professors who want to get a laugh more than they want to inform make some statements that get the laugh and stay in the listeners' minds longer than those statements of greater merit.

Don't accept anyone's appraisal of today's elementary school. Take your inquiring mind into a few classrooms and make your own appraisal.

Young Tom Edison met many difficulties, much misunderstanding, and unkind ridicule. He had a mother who believed in him and a sister who gave him a willing ear, a helping hand, and a kicking foot. With the aid of his mother and sister, he had ability and zest and energy great enough to overcome all of his obstacles. Perhaps some inquiring children you and I know greatly need more of our aid emotionally, intellectually, and materially. These children may lose out without more of our understanding, our sympathy, and our encouragement.

Why should we cherish our inquiring minds? We should cherish them if we wish to grow in wisdom and in the power to inquire. We should cherish them for the pleasure and satisfaction they can bring us. We should cherish them so that our viewpoints may become broader and our insight deeper. And the only way we can cherish them is by using them.

The Face of War at the Schoolroom Window

THERE IS NO WAY of avoiding the specter of war which hovers over us this year. We have only to deal with it as best we may.

And since we, the teachers, have a responsibility for children who contemplate the horrors of war with us, our best should be very good indeed. These children are the ones who must carry on future wars or future peace.

We are fortunate, indeed, so long as the face of the specter peers in at the window and does not actively join our group. For thus we have a view of his ugly head sharply outlined against what is left to us of normal serenity in life.

Many of us have seen the horrors of war once before and some of us, at the time, were teaching children who now have reached adulthood. Those children who in 1917-18 stuffed ambulance pillows, contributed pennies to help soldiers, drew pictures of bombs falling on the spiked helmet of the Kaiser and sang, "We won't come back 'til it's over, over there," are the ones who now—only twenty-three years later—are learning specific techniques of warfare or are in positions in business, industry, or politics where policies of national defense are being formed and executed. They are also parents passing on to their children the things they learned in a lifetime which had its early beginnings in a war-torn world.

What did we teach them which has any meaning now? We wish we knew. We were very young then, those of us who lived with children in schoolrooms. Fired with the idealism of the period and of our own youth, we were spiritually uplifted. We did our "bits" and urged every man, woman, and child to do the same. There was a selflessness in our efforts which would have starved war out of existence forever had it been continuously and universally practiced. There was an idealism which specifically promised us and the children that this was a war to end wars, and to make the world safe for democracy once the Kaiser, who was then our scapegoat, was defeated.

But since that war the promise has not been fulfilled and we can scarcely wonder that the youth of this generation is disillusioned, suspicious, ready to discard faith and ask proof. The promise was too specific and too sure. It clouded the true ideal and dimmed the vision of continuous, unrelaxing, selfless effort directed toward the welfare of mankind which is the only safeguard to peace and democratic living. The scapegoat was too narrow a concept of the cause of strife. Never can we expect that the banishment of one man will cause all others to live in peace and harmony with each other.

IT IS BETTER for our new generation to learn to live by the processes which beget peace than to learn merely to believe in the efficacy of one supreme struggle to overcome the scapegoat or symbol on which is heaped the blame for oppression, injustice, and strife. It is better that they learn through daily living with us and other children to appreciate the humanness of mankind so that tolerance may become ingrained as a quality bred of understanding rather than as a condescension. Indignation may well burn hotly against injustice and oppression but let it be realistic in the lives of children. Let them learn to exercise it toward the affairs of everyday life and at their own levels of understanding rather than toward symbols which are beyond their comprehension, biased and narrow.

While yet we have the opportunity to exemplify integrity in the processes of living, let us avoid exaggerations, prejudices, and trivialities and live in unspoiled humanness with our children. We cannot expect that they will or should be oblivious to the visage of war at the window. But we need not, as do teachers in some countries, teach our young children the rudimentary techniques of warfare, the elements of racial hatred, and self-preservation. We can still look at war squarely and without bias and so live that it will have no permanent place among us.—*Winifred E. Bain, Principal of Wheelock School.*

Sonnet

These apples ripe upon my tree have grown
Through snow and sun to flavor. By the skin
You cannot judge the quality within;
The keen, full flavor by the shape alone,
Or by the flower that in spring was blown
Along the branches. When such fruits begin,
They seal that up which haste may never win
And go as unrevealing as a stone.

They draw through dark, invulnerable grooves
The sap that swells them slowly into form.
Their motion is just growth and nothing more,
With no sharp snatch nor anxious, sudden moves.
They wait for snow and sun and wind and storm
To make the rich, deep flavor at the core.

—Pearl Strachan in *The Christian Science Monitor*

By JENNIE N. HAXTON

What Is Being Done for Refugee Children?

Miss Haxton, supervisor of the New York Kindergarten Association, describes what is being done for refugee children, cites some of the problems involved, and points out that American teachers and pupils have the opportunity to assist in the adjustments of the refugees and to interpret "both to newcomers and even old residents the meaning of the ideas and ideals that have always made America a haven to liberty-loving people."

WHEN IT became evident that war was the method by which European countries would again struggle to solve problems of economic life and to settle points raised by different political philosophies, the thoughts of all groups interested in the welfare of young children turned to ways and means of alleviating hunger, homelessness, and the other ills that are the concomitants of all wars. Remembering the excellent work that was done by Miss Fanniebelle Curtis's unit and by similar groups during and after the last European war, it was suggested that something of the sort be done again. However, the Quakers, the Red Cross, and the Save the Children International Union were already functioning in Europe and were on the scene quickly. Because many people in America were contributing to the support of these various organizations, and since clothes and medical supplies were needed more than workers, it seemed wiser to assist these groups than to raise money for a new and separate unit.

Ever since the last war the Save the Children Union, with headquarters in Geneva, has been at work in all countries of Europe, seeking to make life better for "homeless children of the world regardless of race, color, or creed." No doubt many of you remember the charming young woman, Miss Rose Vajkai, who came from Hungary as a delegate to the Association for Childhood Education conference at Swampscott, Massachusetts. She is listed as one of their workers, being "director of the work of the Save the Children Fund in Hungary, a member of the executive committee of the Save the Children International Union, a vice-president of the Hungarian Junior Red Cross, and an expert adviser to the Social Welfare Committee of the League of Nations."

Now when Spain was the only country at war, and homeless, frightened children were piling into France, the work for refugee children was fairly simple. The Foster Parents' Plan for Spanish Children (which later became the Foster Parents' Plan for War Children) solicited money, so that a child could be taken "from a concentration camp in France into a Foster Parents' Colony at Biarritz." The donor thus became the foster parent, supporting the child for a year, but not bringing the child to this country.

As hordes of women and children fled from Poland to Hungary, Rumania, and Lithuania, the demands upon all these relief groups became more pressing and by the time Finland, Scandinavia, Holland, Belgium, and France were involved in the struggle the British blockade of the con-

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tinent was in force and even relief ships could not get by. Then, too, the fear that money, clothing, and supplies destined for friends and relations would fall into other hands made people in this country hesitate to send anything to Europe.

The Present Situation

So the matter rests now, and at the present time the focal point of interest is the work being done by the United States Committee for the Care of European Children Inc., with headquarters at 215 Fourth Avenue, New York City, and with branches in 172 large cities. What the situation will be when this goes to press, or in a month, a week or a day, no one can predict. This United States Committee for the Care of European Children is functioning with the approval of the American, British and Canadian governments, and is seeking to simplify the machinery by merging the interests of several groups that are concerned with evacuating children from England. Necessarily the majority of these children are British, but some of the emigres who fled from the continent to England are coming, too. All are under sixteen and come into this country as visitors, to stay until it is safe for them to return.

The plans for placement have been very carefully worked out with the help of standards formulated by the United States Children's Bureau and everything is done to safeguard these children from exploitation. So far as possible they are placed in homes similar to their own—professors' children in professors' homes, Protestants with Protestants, Catholics in Catholic homes. Of course many people have taken the children of friends or relatives abroad, promising that they will not become public charges.

What the effect of this will be we do not know. Some parents feel quite relieved to place their children out of the physical

dangers accompanying bombings; others have felt more secure in keeping them at home. That it is not easy for parents to send children 3,000 miles from home we must admit, but what about the children? Perhaps it is too early to state, but people meeting them at the boats are amazed at their sense of adventure, a sense which is far more frequent than homesickness, although that too is present just as it is at camp or in the kindergarten on the opening days. The "idea" of America as a haven has been built up in the minds of many of them and they seem anxious to be and act like Americans. Comparisons with England are frequent and one boy admitted his fondness for England because "it is so lovely" but said that he did like America "because here one can be so tough." Reports will probably continue to come in of perfect adjustment, of happy relationship with foster homes, of delight with the amiability of the children, and doubtless other reports will tell of disappointment, failure to accept each other's limitations, boastings of national advantages which will lead to discord and disgust,—but such is life. It will not all be perfect for the children; it will not be perfect for the sponsors, but it can have many advantages for both.

In the meantime thousands of children in Europe will be without any of the simplest necessities of life, and not only in Europe but in China, too, for there, also, modern aerial warfare has made children wanderers, hungry, homeless, frightened.

Readjustments of Refugee Families

Some children have come here with their parents, mostly those driven out of Germany and Austria by the persecution of the Jewish population. While sympathy has been intense, there has also been a lurking fear that these Europeans might become an economic threat. Many of them have been used to luxury and graceful liv-

ing, but are now crowded into lodgings, looking for employment, and often obliged to accept menial work. It takes a long time to iron out the difficulties, but when we hear of this family successfully settled in some place other than New York City, that one on its own feet and needing no further help from the central committee, we rejoice. To all of them the standing in line, the struggle for existence, the changes in ways of living are of no importance when they realize that they may speak without fear, may laugh and go about their business unmolested. Often we ask ourselves, do we really appreciate this life that America offers us?

The children of parents who fled from persecution before this world war was upon us show no more irritability and tension than is shown by any American child whose parents are disturbed. One child came into school one morning in a very disturbed state, and her mother announced that it was just a year ago that day that her husband was taken to a concentration camp. She was given as much comfort as could be given by the teacher who was herself a refugee and who had been through similar experiences. Fifteen min-

utes after the mother left, the five-year-old child was gaily leading a skipping group which she had joined without any teacher suggestion or pressure.

The play of these children goes through all the stages beginning with blackouts, then boats being torpedoed, and aeroplane battles. It doesn't last long for the sights and sounds of New York are compelling, too. The one play that persists in European form is the formal school, one child being the teacher and the others willingly, interestedly and endlessly answering the question, "Was ist das?" as the child "teacher" points to a block, a pencil, or a book. The answer is usually in English.

At present our Eastern seaport cities naturally are carrying the heaviest load of current refugees, but all over the United States are children whose parents had the same or similar problems to face in making adjustments to American life. And so teachers everywhere have the opportunity of assisting with those adjustments and of interpreting both to newcomers and even old residents the meaning of the ideas and ideals that have always made America a haven to liberty-loving people.

The Pure Poets

"Heaven lies about us in our infancy!"—Wordsworth

On a cardboard poster, in a school room exhibit,
Are seventeen poems in crooked fifth-grade writing.
For those who sentimentalize childish habit,
These offer small comfort. Subjects: the moon, sailboats, fighting.
Though the Wordsworthian theme is proved by clinical example,
The metaphors have no clouds of rhetoric trailing after:
The innocent eye trims the object to the simple,
Snatches one image from the chaos of wind or heaving water.

—THEODORE ROETHE, State College, Pennsylvania

Across the Editor's Desk

"Training in Fraternity"

THOSE who have read Mr. Adamic's editorial on page 102 of this issue noted his concluding paragraph in which he states that there is need for special classes in democracy; "there is need for good manners that are more than social superficialities and for more opportunities for better guidance in learning how to get along with others who are superficially different. There is need for training in fraternity."

That these needs have been recognized and that sound beginnings have been made in caring for them is pertinently illustrated in the many case studies given in the book, *Learning the Ways of Democracy*, published recently by the Educational Policies Commission. Although this book describes democratic living in secondary schools, teachers in elementary schools will find it stimulating, worthwhile reading. It is hoped that a similar study can be made of the elementary school.

But what is the connection between Mr. Adamic's need for training in fraternity and the importance of learning the ways of democracy? Simply this—the concept of fraternity which is a learned thing, an experienced thing, can be developed only through democratic living—living which gives children and adults opportunities to share responsibilities and privileges.

When the infant arrives in this world he does not bring with him a love of his fellow men. He, rather, is an egocentric of wants which he persistently seeks to have gratified. Even at two years of age there is little evidence of his ability to discriminate between people and things. He pushes or slaps another child just as he pushed his blocks or slaps his Teddy bear. People as people have no meaning.

These first indiscriminate pushings and slappings are our clue to begin the guidance out of which we hope will develop an understanding of people as human beings, respect for the rights of others, and feelings of responsibility for the common welfare. Some few individuals, in their relationships with other people, never grow beyond the pushing, slapping stage. Most of us enlarge our sphere of brotherly love to include members of our immediate family; many of us expand our spheres to include the community and perhaps people of our own race. Few,

indeed, are the individuals who mature into the sphere of universal brother love where there is no discrimination of race, sex, or creed; where the common good of all gives credence not only to the concept of fraternity, but to liberty and equality as well.

The encouraging thing to teachers is that every human being has such potentialities for broadening his concepts of human relationships and for growing in love of his fellow men. The skill in teaching lies in recognizing the clues that indicate the individual is ready for the first step, the second step, and so on, and in knowing how to help him take each one. Perhaps all this is a bit new to us, but we can learn. We must learn.

A New Type of School Building

THOSE of us who have had the feeling that school buildings have become too monumental, too costly in construction, too permanent in materials, and too inflexible in plan and room arrangement will be interested in hearing about the Parkman Elementary School now under construction in Detroit, Michigan. From an editorial in *The School Board Journal* we are informed that "the building is thoroughly modernistic in design, arranged for extension from an initial three-room unity to forty rooms, permanent at least for thirty to forty years, and extremely low in cost. The economies contemplated are two-fold: (1) The outlay is limited to three or more classroom units and corresponding general instructional areas for assembly and physical education. Additional units in multiples of three or four may be added as actually needed at a minimum cost and without injuring the harmony and balance of the exterior design. (2) The design and the materials of construction will eliminate waste areas and height, together with unnecessary exterior ornament and interior trim, and while there is due regard for minimum cost of upkeep and economical heating, the initial expenditures will be considerably below the ordinary."

"The Detroit experiment should be watched with care, and used for further development of the idea of economy and flexibility in school design."

School Housing Needs of Young Children,

a recent A. C. E. bulletin, has been of great help to teachers and administrators alike when new schools were to be built and old ones reconditioned. Several of the contributors to this bulletin make a special plea for economy, not only of construction but of energy as well; for utility and convenience, and above all for flexibility and space for satisfying living. It is gratifying to know that such schools can be built and that one is nearing completion.

Glimpses from a MARIE BELLE FOWLER,
Nursery School acting assistant director of
in India the New York State Col-

lege of Home Economics at Cornell University, has been good enough to share a letter from Helen Burritt—a former Cornell student—with us and a part of it is quoted below. Miss Burritt is teaching in a nursery school at Nagpur, India.

"... this is a lotus land. One drifts along from day to day, constantly amazed and amused at the unexpected. I have fifteen children in school, an assistant and a voluntary helper; comes the chicken-pox, the hot weather, and I have nine children and no help; the rabbits have five babies; our pet deer eats a poisonous plant; a little Indian child suddenly begins to speak voluble English after five weeks of encouragement; a visitor by night leaves a wriggling trail so wide we can't be sure whether it was a cobra or a python; we are learning to swim in the lily pond these hot days; one breathless morning a whole pack of monkeys come and jump all over the roof, leaving at least three children wailing when they have gone because they wanted the monkeys to stay and play; we play train in six big packing cases; we build castles and forts in the sand; take a trip to the cotton market; make gingerbread men that only are burned the teeniest bit; fall down and bump but 'I didn't cry. Aren't I brave?'; learn to tie our shoe laces; hold the tailor's baby all around because two of us are going to have babies in our families soon; strike out in holy wrath when Patrick takes our wagon; climb timidly to the top of the jungle gym after months of anxious wondering, and expand our whole personality

forthwith; pull up the tree we planted in our sand box last winter when the goat eats all its leaves, because we badly wanted to see if there were really roots; learn all our letters and how to write them before we are six in spite of the teacher; change our language from Hindi to English and back at will; explain to the teacher what Jahangir said in Hindi; paint lovely tigers hiding in the jungle; sew our own cooking aprons, and buy big red buttons in the bazaar; rush madly down to the gate to see the baby elephants walk slowly by, one by one, until all three have passed far out of sight; love to fingerpaint more than anything else in the world; sometimes poke each other when it is rest time—altogether joy or sorrow each moment to the full." Children continue to be children the world over.

Sensory Experiences

MRS. RUTH BERMAN, who wrote that delightful and stimulating article, "Tolerance—Preschool Variety," published in the December, 1939, issue of CHILDHOOD EDUCATION has contributed these anecdotes of sensory experiences:

"A nursery school teacher asked a two-year-old if he had washed his hands and face. The child looked puzzled and unresponsive. Then, he walked toward the rack that held his towel and wash cloth, felt his own which was wet, smiled delightedly and help it up for the teacher to touch, so that she could feel for herself the answer to her question.

"We were discussing with four-year-olds the selection of a Christmas tree. There were some evergreens in the school yard and we went out to look them over as examples of suitable types. The teacher pointed out that the spruce trees pricked when we touched them. That was the way to tell if an evergreen tree was a spruce or a fir. The children were delighted to learn a technique for distinguishing, independently, a definite type of tree. During the discussion for the final selection of the Christmas tree it was decided, 'A fir is much better because then we won't prick ourselves when we trim it.'

Culture, if it is to be a real and holy thing, must be the product of what we actually do for a living—not something added, like sugar on a pill.—Eric Gill.

Book ...

REVIEWS

THE CHILD AND HIS CURRICULUM. By J. Murray Lee and Dorris May Lee. New York: D. Appleton-Century Company, 1940. Pp. 652. \$3.00.

The unique contribution of this book is the definitely unified treatment of the child and the curriculum. The authors are consistent in making obvious throughout the book the interrelation of the two.

Part I of the book, "Understanding the Elementary School Child," opens with the question, "What would you wish your child to be by the time he has spent his last day in elementary school?" Thus the child and the goals of education are logically linked in the first chapter. There follows a well-rounded consideration of the child as a growing organism, as a developing personality, as motivated by purposes and interests, and as a learner. The chapter on personality is especially helpful, including as it does the personality of the teacher and its effect on children.

Part II defines the curriculum as "those experiences of the child which the school in any way utilizes or attempts to influence." It emphasizes the child as the reason for the school and proceeds to show how the guiding principles of the modern curriculum evolve from child study. Here the school subjects are dealt with as "experiences" of various types, "language experiences," "scientific experiences," etc. Each area of experiences is interpreted in relation to the *total* program of developing the *whole* child. Illustrations are drawn from courses of study, research studies, and case studies. The authors have been successful in making this material most practical for teachers. The chapter on "Units of Work" is particularly illuminating. The one on "Creative Experiences," which the authors consider "the spark which vitalizes learning and develops the child," is included not as a separate area of experience but to emphasize the attitude and atmosphere which should be present in every phase of school life.

The book ends with a chapter on "Evaluating Changes in the Child" and refers to the

first chapter with the question, "Has our effort actually produced the kind of boy or girl we have worked to produce?" It discusses recent developments in evaluation instruments, improvement in children due to evaluation, cumulative records, and essential elements of an evaluation program.

The book makes possible a wide study of the child and the curriculum through an excellent choice of references, many of a research type to be found both in foot-notes and annotated bibliography. While this is not a book for the beginning student, it provides an excellent guide for the student teacher or the teacher in-service.—Dorothy E. Willy, Kindergarten-Primary Department, Chicago Teachers College.

READING WITH CHILDREN. By Anne Thaxter Eaton. New York: The Viking Press, 1940. Pp. 354. \$2.50.

Out of Miss Eaton's many years of experience as librarian of the Lincoln School of Teachers College, New York City, and as book review editor of children's books for the *New York Times* has come this delightful volume. It is indeed well named for the author emphasizes throughout the pleasure and satisfaction which may come to the adult who reads with children rather than merely to them.

Many of the sixteen chapters of the book bear most intriguing titles. "Through Magic Doorways," for example, deals with stories and books for the youngest. In "Over the Edge of the World" we find no less than nine convincing reasons for including the best of folk and fairy literature in the children's reading.

In a chapter entitled "Betwixt and Between" the author discusses material which does not belong strictly to the world of reality or that of imagination—stories that "join on to real life and yet offer magical and mysterious spaces lying close at hand and yet hidden from view." (p. 89). Such are Carroll's *Alice in Wonderland*, Barrie's *Peter and Wendy*, Nesbit's *The Barstable Children*. "Unicorns and Common Creatures," as one might anticipate, is concerned with such fanciful animal tales as *The*

Three Little Pigs, Mr. Tidy Paws, The Wind in the Willows together with stories of real animals—*Wagtail; Kari, the Elephant; Bambi*.

Other chapters discuss poetry, books on art and music, biography, history and science as these contribute their special values to children's reading. Illustrators of children's books come in also for their share of attention. An elaborate index enables the reader to find readily all that Miss Eaton has to say about every book, story, poem, author or illustrator mentioned in the volume, approximately seventeen hundred in number.

Certainly no one unfamiliar with the field of literature for children can read this overview without being greatly impressed with the quality and richness of available material. The specialist in the field will enjoy Miss Eaton's appreciative and discriminating treatment even though he may not always agree with her judgments.—A. T.

CURRICULUM RECORDS OF THE CHILDREN'S SCHOOL. By Members of the Staff. Evanston, Illinois: National College of Education, Bureau of Publications, 1940. Pp. 606.

This is a new and revised edition of *Curriculum Records of the Children's School* published in 1932 although it is not indicated as such on the title page. A review of the earlier book appeared in the February, 1933, issue of CHILDHOOD EDUCATION.

A comparison of the two volumes shows changes in the staff and a number of additions to it. The general organization is the same as is much of the text. Part II, "Some Typical Units of Experience," contains full outlines of a number of new units, however, while some of those published in the first edition are omitted.

Similarly in Part III, "The Day's Procedure," we find more examples of procedures in the lower grades than appeared in the earlier book, together with a sketch of a typical day's program for each of the upper grades. Comparable changes appear in other sections as these are necessary to bring the material up-to-date. This later volume contains many new and attractive photographs of children engaged in educative activities.

Teachers who have found the earlier book stimulating and suggestive will welcome this recent one.—A. T.

NEWER INSTRUCTIONAL PRACTICES OF PROMISE. Twelfth Yearbook, Department of Supervisors and Directors of Instruction, Washington, D. C.: National Education Association, 1940. Pp. 357. \$2.00.

The committee responsible for this yearbook presents a group of sixteen articles, most of which deal with new emphases or new types of procedure in teaching or supervision. A few of the titles are: "Mental Hygiene Emphasis in Instructional Practices" by E. T. McSwain; "Wider Utilization of the Environment" by Helen Heffernan, chairman of the committee; "Newer Practices Involving Dramatic Play" by Corrinne Seeds, and "Reading in the Experience Curriculum" by Julia L. Hahn.

The book is introduced with "A Summary and Implications of Newer Trends" by William H. Burton. J. Wayne Wrightstone evaluates the newer practices. Other chapters have been contributed by competent and experienced members of the profession. Teachers and supervisors will find this yearbook significant.—A. T.

THE DAYS WE CELEBRATE. Edited by Robert Haven Schauffler. New York: Dodd, Mead and Company, 1940. Vol. I, Pp. 448. Vol. II, Pp. 400. \$2.50 per volume.

These are two of a four-volume series which "completes and brings down to date" the twenty-one volumes of *Our American Holidays and Plays for Our American Holidays*. Volume I is devoted to the celebration of Christmas, St. Valentine's Day, St. Patrick's Day and Easter. Volume II with New Year's Day, All Fools Day, May Day, Arbor Day, Harvest Festival and Thanksgiving. Volume III will deal with patriotic days and Volume IV with such special occasions as Music Week and Hallowe'en.

EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY SCHOOL. By M. E. Broom. New York: McGraw-Hill Book Company, 1939. Pp. 345. \$3.00.

According to the editor this book "describes clearly and succinctly the nature and uses of tests and examinations used in the elementary school. It gives a wealth of exercises for acquiring skill in the construction of teacher-made tests and in the use and interpretation of standard tests." Technical discussion is reduced to a minimum. The book should serve well the needs of teachers and students in training.

Books... FOR CHILDREN

AT THE ZOO. By W. W. Robinson. Pictures by Irene Robinson. New York: The Macmillan Company, 1940. Pp. 38. \$2.00.

To this reviewer, *At the Zoo* is very much more successful in its illustrations and text than the preceding book, *On the Farm*. In fact, this is quite the best zoo book we have ever seen. The pictures are effective and understandable, the narrative is simple and answers naturally some of the questions the children are sure to ask. Excellent for children four to six.

TIMOTHY TURTLE. By Alice Vaught Davis. Illustrated by Guy Brown Wiser. New York: Harcourt, Brace and Company, 1940. Unpaged. \$1.50.

Timothy Turtle gets turned over on his back and how to turn him right side up again baffles all his friends. Squirrel, rabbit, woodchuck, possum, muskrat all try in vain, and consternation grows apace. Finally, the old frog solves the problem without ever stirring from his seat. They pull old turtle into the water by his tail and there he turns right side up! Spirited pictures and amusing text make this a delightful book for children three to eight.

WILLIAM SHAKESPEARE. UNDER THE GREENWOOD TREE. Songs from the plays selected by Julia Louise Reynolds. Illustrations by Leonard Weisgard. New York: Oxford University Press, 1940. Pp. 51. \$2.50.

Fortunate is the child who finds in his home or his school this choice edition of thirty-seven of Shakespeare's songs. It is supposed to have been Oliver Goldsmith who added sixteen of the songs to a collection of Mother Goose's Melodies. If so, it is greatly to his credit that he put Shakespeare into the hands of babes, who have always good ears for verbal melodies. This book will catch a child's eye, with large pages, clear print, only one poem to a page and that beautifully decorated or accompanied by a telling illustration in sharp, exciting lines and colors. The beauty of the book will lead many children into reading these matchless lyrics. It is a book for children of any age to cherish always.

PEPPER MOON. By Esther Wood. Pictures by Laura Bannon. New York: Longmans, Green and Company, 1940. Pp. 32. \$2.00.

Esther Wood's stories always have humorous situations with earnest, well-meaning children who blunder but eventually succeed. Pepper Moon is a beguiling example. He wants a dog for a pet, but the honorable grandmother thinks a bird will be better. However, after Pepper Moon has brought home a duck, a pig and even a water buffalo, honorable grandmother sees the light. A dog it is and all is well! Charming little Chinese tale for children six to nine.

DON'T BLAME ME! By Richard Hughes. Illustrated by F. Eichenberg. New York: Harper and Brothers, 1940. Pp. 159. \$1.50.

Perhaps, because this is a tragic world just now, the juvenile press is supplying children with some of the gayest books we have seen in a long time. Clever nonsense is always rare, but *Don't Blame Me* is a distinguished example of humorous fantasy at its best. The tales are full of children who competently keep house, or sail boats by themselves, with only occasional help from a handy piece of magic. The animal stories have a somewhat fable-like quality that slithers gaily into straight nonsense.

Consider "The Motherly Pig" who carelessly goes to tea with a red-faced man, only to discover that she is glutonously enjoying the hospitality of none other than the Pork Butcher! The cat takes pity on her and leads the Motherly Pig to a safer shelter and the good life. Then there is the bicycle that turns into a ravening crocodile, a mermaid who takes to life on the land, and drips water all over people's best sofas, "The Jungle School," with a toothily smiling crocodile for a teacher; as varied and amusing a group of stories as you could wish!

"The Box of Matches" is the only tale that is sheer beauty and terror and goes over into the adult world of sorrow. All the others are fun at the child's level; humorous nightmares, wild day dreams, brilliantly told, with illustrations that carry the mood of the stories. Exhilarating tales for the discriminating reader.

Among... THE MAGAZINES

EDUCATION AND THE DEFENSE OF AMERICAN DEMOCRACY. By The Educational Policies Commission. *The Journal of the National Education Association of the United States*, September 1940, 29:161-168.

The Educational Policies Commission believes that democracy can meet the tremendous demands now placed upon it and that the maintenance of the spirit as well as the forms of democratic government will itself be a powerful influence in strengthening the moral defenses of the nation. It firmly believes that the great majority of the citizens of the United States possess the intelligence, mental training and the patriotic devotion essential to prompt and wise decisions on matters of national policy.

The Commission states plainly its policy on such questions as compulsory military training and service. It indicates the contributions education is equipped to make and the role it is prepared to assume in collaboration with leaders in government, labor, and religion; and it outlines steps which need to be taken immediately in a bold and comprehensive program for national defense.

AN EXPERIENCE CURRICULUM FOR YOUNG CHILDREN. By Ruth Andrus. *Curriculum Journal*, October 1940, 11:259-262.

Helping children to understand their environment and to live as children in a world full of conflict and confusion is a challenging adventure for a teacher who is alive to the possibilities of education.

In an experience curriculum the three R's become social subjects—literature, record making and mathematics. Skill in understanding and employing them is acquired by purposeful use.

Dr. Andrus gives suggestions about problems involved in working out a curriculum, and concludes with the challenge that the teacher who takes the responsibility for guiding the development of an experience curriculum is opening an avenue for growth in personality.

COMMON MISCONCEPTIONS OF MODERN EDUCATION. By John A. Hockett. *California Parent-Teacher*, September 1940, 17:8, 9, 29.

Replying to an article in a popular weekly magazine¹ in which the author deplores the passing of the traditional schools and reveals her complete misunderstanding of present trends, Dr. Hockett points out that the real problem of parents and teachers is not the defense of either the little red schoolhouse or the modern method of education, but a serious study of what a school program should be if it is to be educational.

Emphasizing the obligation of the school to give young people experience in living democratically if they are to understand its methods and appreciate its values, he reminds his readers that a wholesome personality cannot be learned from a textbook, assignment-and-recitation method, but that it emerges as a school program is reorganized so that it possesses characteristics of life itself, lived at its best under favorable conditions, with wise guidance by mature educated persons.

CHILDREN IN A WORLD OF VIOLENCE
By Lawrence K. Frank. *Progressive Education*, October 1940, 17:393-399.

Today's trends toward brutality, violence and ruthless aggression are symptoms of distorted, unhappy personalities characteristic of the cultural confusion of today. Mr. Frank believes that if teachers wish to help protect democracy they can do so by giving each child a feeling of personal worth and dignity, and of the legitimacy of emotional expressions, especially of love and affection. If there can be created in each individual an image of himself as a desirable person, respected for who he is and whatever he can do, we can hope to have citizens who are prepared to respect others and to build an orderly society dedicated to human needs and values.

¹ "Lollipops vs. Learning." By Ann L. Crockett. *The Saturday Evening Post*, March 15, 1940. A parent replies to the same article expressing gratitude for what a good progressive school has done for his children in "A Parent Speaks," by Robert E. Brownlee, *Progressive Education*, October 1940, 17: 419-424.

Research...

ABSTRACTS

THE MEASUREMENT OF SOCIAL MATURITY IN CHILDREN. By Merton D. Munn. *Abstracts, Graduate Theses in Education. Cincinnati, Ohio; Teachers College, University of Cincinnati, 1940, Volume III, Pp. 120-150.*

This study involved the development and use of a rating scale for measuring social maturity in the first three grades. The author observed children working and playing together, observed individual children who were unusually well adjusted or poorly adjusted, interviewed primary teachers, held informal interviews with children, analyzed previous studies, and secured criticisms from teachers and principals. As a result of these activities, the Long Form of the Rating Scale was formulated, including a total of 157 items classified in 14 behavior patterns. This scale was used with 150 children in grades one, two, and three. High reliability was indicated by correlation of chance-halves of the scale. Further correlations showed the rating scale more closely predictive of school success than mental ages or intelligence quotients.

A Short Form of the scale was constructed, using 30 items from the longer form. Three items were selected from each of the following behavior patterns: group compatibility, group cooperation, fair-play, and emotional adjustability. The following patterns were represented by two items each: courtesy and politeness, self-confidence, kindness and sympathy, neatness and orderliness, and efficiency. One item was chosen from: originality, curiosity, and leadership. Scores on the Short Form were: 86 for first-grade pupils, 98 for second graders, and 111 for third graders. When the 150 children were classified in three-months age groups, a fairly regular increase in average score was shown from six and one-half to nine years.

The child receives a score on each question as follows: "1" if the answer to the question is *never*, "2" if the answer is 25 per cent of the time, "3" if the rater's estimate is half of the time, "4" if 75 per cent of the time, and "5" if the answer is *always*. Some of the questions

in the Short Form are as follows: 1. Does he return to a task, unfinished from the previous day, and develop it? 7. Does he lose himself as an individual in the group? 10. Does he remain calm when he cannot get what he wants? 17. Does he answer questions in polite language and manner? 20. Is he inclined to sympathize rather than laugh at those in difficulty?

CHILDREN'S INTERESTS IN COMIC STRIPS. By George E. Hill and M. Estelle Trent. *Journal of Educational Research, September 1940, 34:30-36.*

Investigation of the reasons for the strong appeal to children of the "funnies" has been long overdue. In this study 256 children aged ten, eleven, and twelve were asked to tell which comics they read, which ones they liked best, and to give reasons for their preferences. Ninety-five were white and 161 were negro children; 115 were boys, 141 were girls. Differences in response were greater between the sexes than between the races.

The average child reported that he read 23 comics "all the time" and ten more "sometimes." The boys reported an average of 27 comics read, while the average girl reported only 20. Eight comics are common to the two lists of 12 comic strips read most frequently by boys and by girls. Seven comics are common to the dozen best liked by boys and by girls. These are: Smiling Jack, Flash Gordon, Dick Tracy, Snow White, Mickey Mouse, Popeye, and Hairbreadth Harry. Four of these seven are stories of adventure. The boys add other adventure tales in their list of twelve, which includes: Tarzan, Joe Palooka, Little Joe, Henry, and Tailspin Tommy. The girls' fondness for stories of family life and romance is indicated by several titles in the five favorites which are not so highly preferred by boys. They include Blondie, Toots and Casper, Dixie Dugan, Maggie and Jiggs, and Tillie the Toiler.

The major reasons why certain comic strips are preferred are as follows: they are exciting, mysterious, and thrilling; they are full of action and fighting; they tell interesting stories; they present characters who are brave, strong,

and beautiful and who are able to master all difficulties. Other reasons include the element of humor, interest in aviation, interest in strange lands and planets, and the romantic interest of girls. Children's interests in comic strips seem to be due to the same factors as their interests in books. The same sex differences in interest are noted, and the authors conclude that the same causes of interest hold for radio programs and motion pictures.

A STUDY OF MOTHERS' PRACTICES AND CHILDREN'S ACTIVITIES IN A CO-OPERATIVE NURSERY SCHOOL. By Clara Tucker. New York: Teachers College, Columbia University, Contributions to Education, No. 810, 1940. Pp. iii. + 166.

The author of this study was employed to direct a co-operative nursery school enrolling fourteen children. Eleven mothers assisted, each mother working a week at a time. Each mother and each child were observed during three three-hour periods. Detailed stenographic records were made of these observations.

The investigator noted three types of mothers. One group revealed an active interest in understanding children and their behavior, showed little prejudice toward individual children, and was helpful to the children in giving specific guidance when needed. Another group endeavored to restrict the activities of the children to those that the adult considered profitable. These mothers insisted that the children use adult approved methods and were fearful of allowing children freedom to experiment with

equipment and in group relationships. They tended to supply much direction and required immediate compliance with their suggestions. They revealed more prejudices for and against individuals. The children revealed greater dependence when these mothers were at hand. The third group apparently regarded the nursery school as a place for children to develop skills in using equipment and to learn social relationships. These mothers seemed to consider all adult guidance as unwise and too largely left children to work out their difficulties, withholding guidance even when needed.

The practices employed by the mothers were classified in thirteen categories. The classification, *directs*, accounted for slightly over half the total number of practices. The other practices were grouped in pairs and fell in the following order of frequency of use: *seeks information and offers explanation, impedes and encourages, overlooks and commends, diverts attention and urges, reassures and warns, discourages and forces*. The typical mother, in directing her own child, tended to emphasize the following practices: *overlooks, seeks information, offers explanation, encourages, commends, and warns*. Mothers revealed a tendency to overrate the frequency with which their own children exhibited *aggressiveness*, and *initiation of activity* and to underrate such behaviors as *co-operation, resistance, combativeness, and resourcefulness*. Children displayed *resourcefulness* more frequently when their own mothers were present than otherwise.

A.C.E. Convention Notes

SOME of the Oakland, California, public schools will be open during the month of July so that A.C.E. Convention delegates may visit them during Convention week—July 8-12. Mrs. Marcella Wilson King, local publicity chairman, has prepared this brief account of the Oakland schools.

The educational set-up provides a wide and varied experimental program for all children, normal or handicapped. For the very young children there are the WPA nursery schools which are under the supervision of the public schools. Every school has a kindergarten from which the five-year-olds may progress naturally into first grade. Each school has the services of a speech teacher; the nurse, doctor, and dentist join forces to keep normal children physically fit. The Hawthorne school provides for children with hearing and sight defects or heart ailments. The Santa Fe school cares for spastic children.

The individual guidance department helps children, parents and teachers to make necessary adjustments. Throughout the schools we feel the dynamic force of the joining of instruction, guidance and administration into one unified program. We invite you to visit our schools.—*Marcella Wilson King*.

News . . .

HERE AND THERE

New A. C. E. Branches

East Chicago Association for Childhood Education,

Indiana

West Waterloo Association for Childhood Education,
Iowa

Springfield Field Association for Childhood Education,
Missouri

Executive Board Meets

The midwinter meeting of the Executive Board of the Association for Childhood Education will be held at A. C. E. Headquarters in Washington, November 22, 23 and 24. One of the most important functions of the Board at this meeting will be to draft the resolutions to be presented at the 1941 convention in Oakland, California, next summer. Suggestions from Branches and contributing members are needed in order that these resolutions may reflect the wishes of the membership. Read the 1940-41 resolutions in the September issue of *CHILDHOOD EDUCATION* or in the 1940 *Yearbook*. Suggest next steps the Association should take.

Changes

Winifred E. Bain, formerly of Teachers College, Columbia University, New York, N. Y., to the principalship of Wheelock School, Boston, Massachusetts.

Jennie Wahlert, from principal of Jackson School, St. Louis, Missouri, to district principal of thirteen St. Louis schools, including Jackson.

Amy Hostler, from Cooperative School for Teachers 69 Bank Street, New York, N. Y., to supervisor of WPA Nursery Schools and Family Life Education, 75 Bank Street, New York, N. Y.

Marie Belle Fowler, head of the Department of Family Life, New York State College of Home Economics, Cornell University, Ithaca, New York, to acting assistant director of the College for one year.

Lenna Mead

A long career of service to children closed with the death in September of Lenna Mead, supervisor in the public schools of Ponca City, Oklahoma. Last March the Ponca City A. C. E. honored Miss Mead at a dinner and presented a distinguished service medal for her thirty-two years of service as a teacher and supervisor. In making the presentation, J. N. Hamilton, former superintendent of Ponca City schools,

said, "Miss Mead has influenced more teachers in this part of the state to become better instructors than any other person."

The Branch Exchange

Officers of A. C. E. Branches receive the *Branch Exchange* monthly, October through May. Some who have retired from office become individual subscribers at 75c for the year, or join with a group of Branch members at the special rate of 50c each for ten or more yearly subscriptions sent to the same address. Those not familiar with the *A. C. E. Branch Exchange* may receive a copy by writing to A. C. E. Headquarters, 1201 Sixteenth St., N. W., Washington, D. C.

The A. C. E. Pin

Members of A. C. E. Branches and contributing members of the national Association may wear the official pin. Letters and fluted edge are gold, the background blue enamel. Rolled gold, \$1.00, 10-K gold, \$4.00. Order from A. C. E. Headquarters in Washington, allowing three weeks for delivery.

1940 Yearbook

The work of the Association for Childhood Education during 1939-40, to the end of the fiscal year on May 31, is reported to members through the *A. C. E. Yearbook*. This was mailed to the presidents, secretaries, and publications representatives of A. C. E. Branches and to contributing members of the national Association early in October. Branch officers are asked to share their copies with as many of their members as possible. Others who wish to read the message of the national A. C. E. president, the 1939-40 resolutions, reports of officers, accounts of business meetings, committee reports, financial reports, and other matters of record, may secure single copies from A. C. E. Headquarters in Washington. Price 25c.

Tales from Far and Near

Columbia Broadcasting Company, American School of the Air, began on October 10 a new weekly series of "Tales from Far

The New

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and Near." From outstanding fiction for children the Radio Committee of the Association for Arts in Childhood selects stories that cover a wide range of reader interest and age level. Its purpose is to create and stimulate the child's desire to read, through dramatizing the appeal of the book and the personality of the author. Other cooperating organizations are the American Library Association, the National Education Association, and the Association for Childhood Education.

State Associations at Work

Illinois: The Illinois Association for Childhood Education will hold a meeting of representatives of Local Branches within the state, at Starved Rock State Park during the weekend of October 26-27. This is the first formal meeting of this group since its founding and affiliation with the national A. C. E. last year.

Missouri: The A. C. E. Branches in Missouri have also selected the weekend of October 26-27 for their annual get-together at Hahntonka Castle in the Ozark Mountains. The Missouri A. C. E. has followed this plan of meeting for several years and finds it a splendid means of contact with local Branches.

New York: At its seventh annual meeting November 1-2, at Garden City, Long Island, the New York State A. C. E. will report to its stockholders—all citizens of New York State—under the theme, "Investing in Early Childhood Education." Listing on its balance sheet:

Assets:

Two million children, 2 to 9 years of age
Wholesome home-school relations

Liabilities:

Inertia and indifference to the needs of children
Economic insecurity of educational institutions
Fears and jealousies
Conflicts among educators

the group will try, through discussion meetings, to discover ways of increasing assets and decreasing liabilities.

Ohio: One hundred eighteen members of the Ohio A. C. E. attended a weekend excursion meeting on the steamer Gordon Green, September 27-28. Games and singing opened the program on Friday night, followed by a midnight lunch. Saturday was a full day with a Board meeting, a brief visit to Louisville, a business session, an inspirational talk, and a masquerade. All were back in Cincinnati on Sunday morning.

(Continued on page 146)

AMERICAN BACKGROUND



COUSINS' LUCK

By Rose B. Knox

Down in the lovely sugar bayou country of Louisiana, Denee and her cousins called themselves the luckiest crowd in the whole world. And small wonder, for they lived on Petite Anse, a beautiful island in the sea marshes. Hunting, fishing, sailing and dashing about on their ponies, watching the sugar-making, they led an eventful life,—and even published their own little newspaper, *The Petite Amateur*.

A new story and a new setting by a great storyteller of the South. Illustrations by Manning de V. Lee.

(Ages 10-14) \$2.00

A SON OF THE FIRST PEOPLE

By Adelaide Arnold

Sukut was a Pawi Indian boy who was sent to the Government School. Here he was unhappy and glad of the opportunity to return to his tribe. In his Indian village, he came to realize not only the richness of his Indian heritage, but the advantages of modern education.

A fascinating story of present-day Indian life, illustrated by Loren Barton.

(Ages 10-14) \$2.00

THE FAIR AMERICAN

By Elizabeth Coatsworth

Another adventure of little Sally, of AWAY GOES SALLY fame.

Sally and her young friend, Andrew, have an exciting voyage from France, on *The Fair American*. On board is a little refugee from the French Revolution, and they teach him American ways. A book that will please both boys and girls. Many illustrations by Helen Sewell.

(Ages 10-12) \$2.00

LANDLUBBER

By Pedar Larssen

Young Brett becomes an unexpected stowaway on his grandfather's whaling ship, the *Norval*. At the end of the voyage Brett has learned the hardships and adventures of modern whaling and discovered a career that will combine his love for the sea, and interest in medical work. Illustrated by Worden Wood.

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Tennessee: At least one bus load of A. C. E. members will travel from Tennessee to California next summer for the A. C. E. convention in Oakland, July 8-12. Plans were made at a called meeting of the Tennessee A. C. E. in Knoxville last summer for the formation of a Tennessee Travel Club to make a six-weeks tour of the West. It is hoped that instructors from Peabody College, Nashville, will accompany the tour.

Lillian D. Wald

The Child Labor Movement lost one of its most distinguished workers with the death of Lillian D. Wald. One of the founders of the National Child Labor Committee, she served that body actively for many years and was an Honorary Trustee for the last eleven years of her life. Conceiving the idea of a Federal Children's Bureau, she enlisted the Committee's support in a campaign for enactment of the necessary legislation. Outstanding also was her work in behalf of the Federal Child Labor Amendment, both when it was before Congress and in the campaign for state ratification.

Miss Wald had retired from active work but her advice and assistance were still sought. Her wise counsel and understanding help will be greatly missed by those with whom she was associated for so many years.

From Australia

Christine Heinig, an active A. C. E. member, formerly on the staff of the Child Development Institute of Teachers College, Columbia University, New York, N. Y., now Federal Officer of the Australian Association for Preschool Child Development, writes as follows of the development of the Lady Gowrie Child Centers in Australia:

We are realizing more and more the value of these demonstration and research centers in drawing the attention of the public to work for preschool children and also in demonstrating a program which is stimulating to our professional staffs.

By the tenth of September, with the enrolment of the first group of children in the center in Erskineville, Sydney, all of the centers will have begun work. On July 27th Her Excellency formally opened the Brisbane Center and through various meetings and speeches during the week of the opening Lady Gowrie, Mrs. a'Beckett, and Dr. Cumpston did a great deal to stimulate the thinking of the public as to the importance, especially in war time, of maintaining preschool child development efforts and standards of work. The opening in Brisbane was well attended and the Minister for Health and Home Affairs made the important announcement that the Government, which already gave a subsidy of £1350 to the Creche and

(Continued on page 148)

C. E.
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Handwork as a Teaching Procedure

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The Education of Exceptional Children

By ARCH O. HECK, Ohio State University. *McGraw-Hill Series in Education.* 536 pages, 6 x 9. \$3.75

Teachers have welcomed this new text as a much needed contribution to the field of exceptional children. The author comes to grips with practical, everyday problems faced by the teacher of the blind, crippled, deaf, delicate, hard of hearing, partially sighted, speech defectives, gifted, subnormal, delinquents, truants, etc. Methods of prevention are considered, and there is a vivid picture of what various communities are doing for exceptional children.

"This seems to me the first really adequate textbook on the subject of the *education* as contrasted with the *psychology* of exceptional children."

Professor NOEL KEYS
University of California

"As an example of the bookmaker's art, it is superb . . . As for the contents, the author's carefully formulated plan resulted in a singularly systematic and balanced treatment of that important field of education. The presentation is full, interesting, and clear."

Professor FRANKLIN BOBBITT
University of Chicago

Genius in the Making

By HERBERT A. CARROLL. *McGraw-Hill Series in Education.* 307 pages, 6 x 9. \$2.75

Here is a complete picture of the intellectually gifted child, together with a consideration of the sources of intellectual superiority and of methods of nurturing it. The book includes discussions of the gifted child's mental, social, and physical characteristics and of the educational adjustments necessary to his progress. One of the features of the book is the biographical sketch of the first ten years in the life of a typical gifted child.

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330 WEST 42ND STREET, NEW YORK, N. Y.

Kindergarten Association to assist in maintaining six branches and the Training College, would increase the subsidy in proportion to every new center opened.

On the first of August the Hobart Center enrolled its first group of children. On August 28 Her Excellency and Mrs. a'Beckett were present at the formal opening of the Adelaide Center and on September 5th declared the center in Perth open.

World's Y. W. C. A.

While the headquarters of the World's Y. W. C. A. remain in Geneva, Switzerland, it has been found impractical to continue the work from that city and temporary headquarters have been set up in the building of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. M. Marianne Mills and Pearl Carruthers of the Geneva staff; Marcia Dunham, for many years a member of the staff of the National Board; and Lina Willis, formerly a secretary in China, together with three clerical workers, make up the new personnel. Miss Ruth Rouse, president, who is visiting Y. W. C. A. organizations in the United States and Canada, expects to be in Washington within a few weeks to attend the World's Y. W. C. A. executive meeting in December.

The A. C. E. Headquarters staff is happy to have these new neighbors.

GENERAL SERVICE BULLETINS

*Planned for distribution and sale.
Not included in membership service.*

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A selected list, annotated, classified, priced. July 1940 edition.

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Guide for parents of young children. 1938. Pages 6-Price 15c; lots of 25 or more, 10c

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